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For Pastors and Teachers.

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The Beginnings of Parochial Schools for Boys.

By REV. LOUIS S. WALSH, Superintendent of Catholic Schools, Boston Diocese.

N the ancient royal city of Rheims, a boy was born and baptized on the same day, (April 30, 1651,) John Baptist de la Salle. The blood of warrior ancestors gave vigor to that body, the grace of Baptism sanctified his whole body and soul. In that same hour and day, I believe, God planted the seed of vocation, to ripen and mature as a mighty Apostolic tree. His birthright promised wealth, social standing, high educational advantages, and opened up horizons of comfort, learning, dignity, and authority. Faith and piety were as guardian angels in his home, to create a religious atmosphere; and one striking trait must be emphasized, his mother and grandmother, blessed venerable words, read to him daily the stories of the Bible heroes and heroines, or the noble characters in the lives of the Saints, and the sweet echoes of those voices came back in later years, as he did the same for his working boys and men. Who will dare deny or measure the sweet uplifting influences of that true home upon the young boy's character, as the faith, love, patience, self-sacrifice and most exalted nobility of soul were all like living pictures in those unparalleled pages, that had, one hundred years before, made of Ignatius, the warrior Spaniard, Loyola, the militant Apostle. Who will not lament to-day the all too little or merely perfunctory use of the same rich models of divine grace and human character.

Early Career of St. John Baptist de La Salle.

His early education as a boy and youth was such as his wealth and social position required in the University of his native city of Rheims, and when, to the joy of parents and friends he sought entrance to the priesthood, he was sent to the then new, and since, world-wide seminary of St. Sulpice in Paris. The piety and learning of his early years were increased and strengthened here in harmony with God's great designs. His mother's death forced a return to his home, and the death of his father, one year later, threw upon him as the eldest son, the care or responsibility of a large family of children. He did not waver, but continued his studies at Rheims and was ordained priest at the age of 27 years, with the prospect of a regular, quiet, honorable career in the great Cathedral.

Drawn into Work of Educating Poor Children.

While engaged in prayer and ordinary duties, opening his soul to God's subtle influence, La Salle was gradually drawn to the work of "educating poor children." Schools indeed there were, for rich and poor, all over Europe, and had the spirit and law of the Church for well nigh 500 years been followed out, the sad story of the opening 16th and the closing 18th century might never have been told. St. Dominic, in 1215, had met the taunts of the heretical Albigenses by opening Convent Schools for the education of girls, and had vanquished the enemy. The great Germon, Chancellor of the Sorbonne University of Paris,

had ordered in harmony with the Lateran Council, a school to be opened in every parish of his diocese (year 1400). When Luther, impious, ungrateful child of the Church's free schools, opened his venomous lips, Ignatius of Loyola soon started that magnificent movement of Catholic higher education, never to die out, and yet with many enemies to overthrow. All over France the same spirit was shown. In Chartres, a synodal statute of 1555 decreed: "Every parish was to have a public school to instruct the children, unless there was a priest or cleric sufficiently well informed to teach them familiarity THE FIRST LETTERS, and to explain the Lord's Prayer, the Creed, and other THINGS contained in the Alphabet."

In Rouen, district schools under the municipality opened in 1555: "four schools to teach poor children to fear and praise God, the Creed, the Commandment of the Law, their little book, reading, writing, and, above all, good behavior." The purpose and the law then were clear. For one reason or other, however, these wise laws were in many places overlooked, neglected, or only partially followed, and individual efforts were made to supply the wants on all sides recognized.

The Opening of a School For Boys.

It happened now that a rich lady of Rouen, after a life of pride and luxury, was converted at the sight of a beggar's shroud, and then gave her time and wealth to foster the schools, already opened by the parish priest, Fr. Barre. This school was visited with admiration by a priest of Rheims, who attempted a similar school for girls and was just about to open one for boys, at the request of this same lady (a native of Rheims), when he died in part from discouragement and abuse, and his dying request to his friend, Fr. La Salle, was that he should watch over the "new born child," the school for boys. God thus called La Salle, and that dying request of a friend was the seed of a great fruitful tree of Catholic education. The layman (Nyel), entrusted with the work of starting the Christian School for boys, would not or could not stay, and one school was established in the parish of St. Maurice. Fr. La Salle did help, encourage, and, by his social influence, secured legal (civil and ecclesiastical) approbation of this undertaking, thinking that then his work was done. But no, there was no one else, and God had fixed upon him. In his thoughts, at that time, the idea of founding a Religious community would have been rejected as vain and presumptuous; but the light of God to see and the strength to do were to be granted swiftly and surely.

Special Course of Training for Teachers.

When he saw the indifference of the authorities towards this great work of Christian education, his whole soul was stirred to action, and his only encouragement came from the priests, who were laboring in the same way. He took charge of the teachers, who

were laymen, gave them rooms and nourishment under his own roof, personally directed their teaching, and regulated their lives; but his orderly and high-minded way of living did not suit the uncouth manners of his teachers, and they left him, one after the other. Then the idea of specially training men for the great work took hold of his mind, and he immediately opened, in a small way, the novitiate for the religious spirit, the training school for the teaching knowledge and skill. The first fruits in the children were much admired by all, who placed a just value upon Christian education, and his teachers were sought for not only in Rheims, but in the neighboring cities and towns. There remained, however, something more important before his purpose could receive full Divine sanction and fruit.

Establishment of a Great Teaching Order.

When our Lord was instructing His Apostles, He said: "If you wish to be saved, keep the commandments; if you wish to be perfect, to be my disciples, go, sell what thou hast, give to the poor, then come, follow me." Young La Salle was rich, of aristocratic family, high social standing, and possessed an ecclesiastical dignity and benefice. All must be given up, rank, wealth, and wordly ties, that he might stand alone with God and be an instrument only in the hands of God. His family opposed him; his friends pleaded

with him; his ecclesiastical superiors resisted him; his old acquaintances called him a fool, crazy, a visionary, with many similar titles of worldly dishonor; but all, all in vain, and in a few years, after a famine, during which he gave all his wealth to the poor and the sick, he stood at last where God had insensibly led him, on the mountain top of virtue, whence all was clear, and the proportions of all things in this world duly perceived at a glance. His life work was now clear, in the year 1686, when he was 35 years of age. He gathered the choice teachers around him, bound them together by simple, renewable vows and rules, only so far as necessary to insure sincerity, obedience, and stability; gave to them the simple habit or costume, simple yet austere, as befitting their lives, and adopted the significant Gospel title, "Brothers" of the Christian Schools, costume and title unchanged to this day. He was still at Rheims, his native place, had there established free schools, novitiate and training school for the teachers, and had laid the foundation of all elementary practical education, surrounding, permeating, invigorating, and ennobling it with the Christian Doctrine and spirit of work and worship combined for the right development of man's body and soul. He was indeed a Prophet, respected even in his own city; he was soon to become a great Prophet and Apostle throughout his native land.

Psychology as Applied to Teaching.

By Dr. EDWARD M. LOUGHLIN, Conductor of Institute Work at Columbian Catholic Summer School.



sychology is the science of the *phenomena* of the mind. Those phenomena are physical, or external, and psychical, or internal. Psychology does not inquire into the nature or essence of the mind, but is concerned with its conditions, powers, and operations. It treats of the various forms of mental activity that are manifested in actual mental experience or mental life. Mind has been variously defined, but all its definitions are relative, speculative, and problematical. It has eluded and evaded limitation and scientific habitation, and, so far, it has defied ultimate analysis. Whatever mind is, a knowledge of its conditions, faculties, and operations is essential to those who have to deal with the problem of its growth and development. A teacher should know by what and how the mind is excited, stimulated, energized, depressed, and fatigued.

The difference between mechanical and rational teaching is the difference between ignorance and knowledge of psychology. Mechanical teaching is a trade, rational or psychological teaching is a profession. The psychological teacher will have no listless, inattentive pupils. Pupils will not leave school because they do not like it. A child learns rapidly and with keen pleasure before he enters school, and he will learn rapidly and with keen pleasure after he enters school if he has a rational, a professional, a psychological teacher. Comenius was right when he said that if pupils did not learn it was the teacher's fault, and Pestalozzi was also right when he said that if pupils are inattentive the teacher should look to himself for the reason. Teachers can not furnish brains to pupils, but they should be able to develop brain power logically and rationally. It is not so much a lack of brains as it is a lack of ability to work with brains. Truancy is a misdemeanor, but it is

sometimes, perhaps often, justifiable. The forests, and fields, and streams, and even the streets have charms superior to many schoolrooms, and pupils are not always to blame for seeking them.

The phenomena of mind may be classified as follows:

<i>Mental Phenomena</i>	1. Conditions	1. Consciousness
	2. Powers or Faculties	2. Attention 1. Of Intellect 2. Of Sensibility 3. Of Will 1. Acquisition 2. Assimilation 3. Reproduction
	3. Operations	Perception Intuition Memory Imagination Conception Judgment Reason

The mind is a unit in its action; and its conditions, powers, and operations are simply phases or manifestations of its activity. The whole mind is at work in whatever form mental activity is taking place. "Think with your whole mind," expresses a psychological truth. The mental faculties develop in a definite order, and teaching is a systematic plan of work adapted to the developing mind. The true teacher knows the order in which the mental faculties awaken to activity and the difference in their relative activity and energy at different ages. He will not ask a pupil to think before he can think—before he has the materials for thinking. He will not require the concept before the pupil has the necessary percepts, nor will he tax the memory after reason has reached a certain maturity. The mind grows through the exercise of its own activity. It acquires and interprets knowledge by means of its previous experiences.

New ideas are learned by means of ideas already learned, and new knowledge is gained by knowledge already in possession of the mind. Ideas in the mind are living forces, having the active and spontaneous

power of seizing and appropriating new ideas. That which can be related to something already in the mind is accepted; that which can not be so related is rejected. The more experiences a child has before entering school the more readily will he learn—the more easily and quickly will he make new mental acquisitions. The good teacher makes constant use of the child's previous experiences—he calls up the child's previously acquired knowledge and puts it in readiness to receive and welcome new knowledge. The success with which this is done is the difference between good and poor teaching. All illustrations and explanations made by the teacher, to be understood, must appeal to the pupil's previous mental experiences. This is the only way the teacher can touch the pupil's mind, and unless he can touch it he can not teach it. Touching is teaching.

Mental activity begins with sensations. Sensations furnish the material for percepts, percepts are combined into concepts, concepts are affirmed into judgments, and judgments are compared, related, and formed into conclusions. Good teaching appeals to all the senses, and the wealth of schoolroom work results from training the senses in a way to confirm and supplement each other. The power and accuracy of memory, imagination, and thought depend greatly upon the extent and exactness of sense-knowledge.

Pupils should be trained to observe closely and clearly. Many of their mistakes are due to careless observation, and much of their knowledge is inaccurate and useless because they did not make the best use of their senses. Much of the bad spelling in school is caused by pupils not seeing words right; and much poor writing, reading, and number work is due to poor perceiving. The accuracy and strength of the mental powers and operations depend upon the clearness of mental conditions, and those—consciousness and attention—will be considered at another time.

NOTE—In our next issue will begin a series of lectures on graded school work by Dr. McLoughlin, whose articles have already added much to the interest and value of the Journal. The lecture forms part of Dr. McLoughlin's excellent institute course, presented this year, at the Columbian Catholic Summer School and at the Summer Institute of the School Sisters of Notre Dame, Academy of Our Lady, Chicago, Ill. We are indebted to the Sisters for reports of the lectures.

Beyond the Deep.

Beyond the deep God grant us sleep

And everlasting peace,

God grant us rest among the blest,

And from all ills surcease.

Beyond the night God grant us light,

And happiness supreme

Without a care in castles fair

By some celestial stream.

Beyond the flood where vapors brood

God grant we reach the shore

Of glorious skies in Paradise,

And joys forevermore.

Our labors done at set of sun

Let twilight's shadows come,

While from afar the evening star

Shines sweet as we go home.

—Thomas A. Walsh, in Donahoe's.

True Church Music.

BY PROF. AUGUST KROEGER, AURORA, ILL.

On Program at Convention of Catholic Teachers' Association held in Milwaukee, July 2.

(Translation from German.)

Music, having always held an important and conspicuous place in solemn divine services, the Holy Church has prescribed its songs in detail, both according to text and according to melody. A peculiar class, the Gregorian style, has been brought into existence and is published officially by the Church, being designated the real church music. Missals, Graduals, Vespers, Pontificals, Rituals, Processionals, and Exequials, brought into existence and published by the Church, contain the liturgical music for priest and choir.

The poliphon (Palestrina) style has been praised by the Church and is therefore to be preferred to modern music; but the purely modern style, if kept within the bounds set by the laws of the Church, is permitted. It is therefore necessary to call attention to the fact that all compositions must satisfy the demands of the Church and must present the text in a valid and intelligible manner.

The regulations of the ritual convention of 1884 read as follows: Art. I. "Only such figurate vocal music is permissible in church as has a melody which is appropriate to the House of the Lord and to the praise of the Almighty, and which, in close harmony with the text, creates and furthers devotion in the hearts of the faithful. Every class of church music must be in accordance with this principle." Art. V. "It is strictly forbidden to present any vocal music which makes use of motives, or contains suggestions of the theater, or of profane music."

Whatever the choir is to sing is actually prescribed in detail. It is therefore not permissible to omit wholly or in part, or to alter these songs, or to substitute others for them. As early as Dec. 20, 1824, it was ordered, "Appropriate dignity and propriety shall characterize church music. No choirmaster shall change or replace the words of sacred songs according to his own judgment, nor shall endless repetitions, which rather disturb devotion than further it, be permitted." In 1856 the following was issued upon the express command of Pope Pius IX.: "Likewise, every unnecessary repetition of words is to be avoided and every displacement forbidden. In singing no words shall be added, or omitted, nor is it permitted to change them by a single syllable." The ritual convention of 1884 declared: "All such music is forbidden in which even the least word of the liturgical text is omitted, displaced, altered, too often repeated, or in which it has become incomprehensible."

When and where these stipulations shall be in force was determined by the Roman Council of 1725. "We desire and command that, at the ministration of the sacraments, at the celebration of the mass and of the divine office, and at other church functions, no customs shall be observed which were invented at will, but only such as have been accepted and approved by the Catholic Church, and these may not be omitted, or altered in the least, without sin. These are to be observed rigidly by all. Therefore we command all bishops to endeavor to hinder and to remove, as being objectionable abuses and corruptions, all practices contrary to the order of the Roman Pontifical and Ceremonial of Bishops, and to the rubrics of the missal, breviary, or the ritual, that may be found in parish or convent churches. No appeal shall be permit-

ted and no custom shall prevail against this ruling, since not what actually occurs, but what ought to occur is to be considered. This conclusion is commended to the consideration especially of those whose principle it is to follow previous customs, or to imitate customs of others, without regard to their correctness. Thus the status of church music would soon be made different.

The Gregorian music, the true and proper church music, as a number of orders of Popes, Councils, and Bishops prove (The Ceremoniale Episcoporum calls it "the music which is preeminently church music"), is to be practiced in preference to all others. It is also peculiarly suited to those days on which the playing of the organ is prohibited. The eminent fitness of the choral for church services is due to the fact that no service is possible in which the priest and the responding choir do not sing choral music. If all songs sung by the choir were in this style there would be complete harmony between altar and choir.

Choral music is not only the most suitable music for services, but also the most practical, because any choir can sing it, no matter what the number or kind of voices may be. Although choral music must be designated the easiest to execute, being in only one part, it requires careful rehearsal in order that ease and expression may be gained. The text must be understood before the song can be rendered. (A helpful work for the leader is Pustet's Roemisches Gradualbuch—the changeable and permanent songs of the official Graduale Romanorum, with German translation of rubrics and texts.

For thorough mastery of the Gregorian music no book serves better than Haberl—Magister Choralis. This is used in seminaries for priests and teachers and is highly recommended. Other works are "Chorschule" by P. Ambrosius Kienle, Freiburg (Herder); "Das Messbuch" by Schott, Freiburg (Herder). Of great practical value for schools and choirs is Singenberger's "Short instructions for the singing of plain chant."

Every new subscription to The Journal aids toward making it more and more interesting and helpful. Subscribers will further the cause by mentioning or showing the magazine to others engaged in Catholic educational work.

SUGGESTIVE WEEKLY TIME TABLE.
5 Days of 6 Hours Each — 1800 Minutes.

SUBJECTS.	NUMBER OF MINUTES PER WEEK IN THE							
	1st Grade	2d Grade	3d Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
*Religious Instruction.....	200	200	200	200	200	200	200	200
Reading.....	375	350	250	250	250	200	200	200
Writing.....	75	100	100	125	125	60	.....	.....
Arithmetic.....	150	200	200	200	200	200	220	250
Language.....	100	175	175	180	180	140	180	250
Spelling.....	125	125	125	125	125	100	100	100
Drawing.....	75	75	90	90	90	90	90	90
Singing.....	75	75	75	75	75	75	75	80
Geography.....	.....	100	120	120	140	140	140	.....
U. S. History.....	.....	.....	.....	.....	120	120	.....	.....
Physiology.....	.....	.....	.....	.....	100	100	.....	.....
Constitution.....	.....	.....	.....	.....	.....	.....	100	.....
Bookkeeping.....	.....	.....	.....	.....	.....	.....	130	.....
German, if taught or optional.....	175	175	175	175	175	175	175	200
Calisthenics.....	50	50	50	50	50	50	50	50
Recesses.....	175	150	150	150	150	150	150	150
Nature Study.....	100	75	60	60	60	.....	.....	.....
Reading to class	75	50	50	.....	.....	.....	.....	.....
	1750	1800	1800	1800	1800	1800	1800	1800

**In the higher grades Bible History will alternate with Advanced Catechism.*

See next page for use of this schedule. In making up class programs the Superior may divide a 200-minute subject into 5 recitation periods of 40 minutes each; a 150-minute subject into periods of 30 minutes each, etc. In cases where longer periods seem desirable, alternate with some other subject, taking each every second day. An infinite variety of combinations are possible. The table is presented merely to show approximately the time that should be given during the week to each subject.

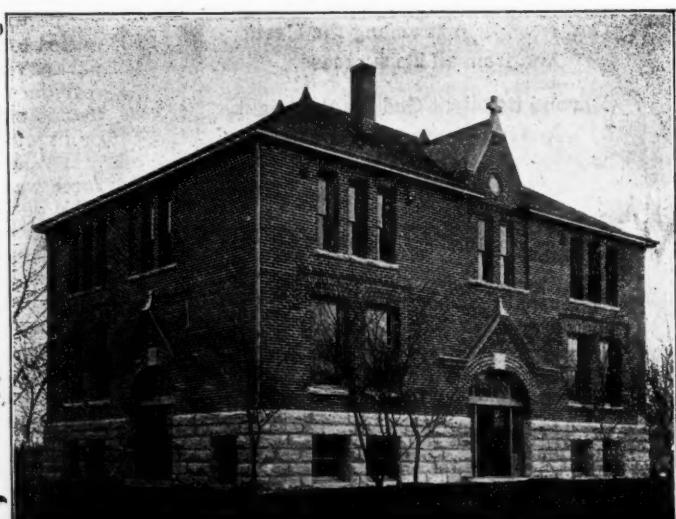
The Only Free Endowed Parochial School West of the Mississippi.

Here is a picture of the only free endowed parochial school west of the Mississippi. Auburn, Neb., has the distinction of possessing it, and the Sisters of Loretto the charge of its educational work.

Though not a large building it is a model school structure in every respect. It is built of brick and stone, three stories high, with ground dimensions of 50x50 feet. It cost \$6,000, and in a short time will be free from debt.

The school has a perpetual endowment in the shape of 160 acres of fertile farm land that is valued at \$10,000, and yields an annual income of \$500. The endowment was made by Bernard Ottens, a highly respected citizen of Nemaha county, and a most consistent member of the church.

St. Joseph's School, as it is called, is equipped with every modern facility. It has perfect light and ventilation, and is heated by hot water. It has facilities for accommodating over 150 students.



↓ Student of St. Benedict's College for 1873-74

The Catholic School Journal

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Thomas A. Desmond, Mgr.

"Let there be progress, therefore; a widespread and eager progress in every century and epoch, both of individuals and of the general body, of every Christian and of the whole Church, a progress in intelligence, knowledge and wisdom, but always within their natural limits and without sacrifice of the identity of Catholic teaching, feeling and opinion,"—St. Vincent of Lerins, *Commonit, c. 6.*

ANNOUNCEMENT.

It will be noted that with this number of The Journal, the date of issue is advanced from the first to the fifteenth of the month. The change, we think, will meet with the approval of all concerned. Mid-month is the favored time of issue with educational journals, as it brings the publication to the teachers, at a period when they are free from the extra work of monthly reports, etc.

To begin with our schools must be well graded. To group properly those who are prepared to work together is the great problem of the school principal or superior. In many cases reading and arithmetic are made the test studies and deficiencies in other branches are not seriously considered. Some children have no aptitude for figures and must be shoved along a drag on their class or forever kept in a third or fourth grade. Again many children of foreign born parents are excellent in mathematics but very inferior in English reading. Then we have to consider the fond "mama" or the pompous "papa" who is somebody in the church or community and whose children must therefore go on with their classes or the efficiency of "parochial education" would be questioned. These, and a thousand other problems must be met and solved diplomatically but firmly before good work and right methods begin. The boy who doesn't know decimals can not work problems in percentage. Not that we must insist on perfection, that never comes, but rather on a fair working knowledge.

* * * *

The practice of grading up twice a year, in September and February, now obtains very largely and it is found to work less hardship and keep a large school better graded than the annual promotion system. Bright pupils are advanced more rapidly and slow ones get more time for their work. By making such promotions and grouping each class in two divisions, it is quite possible to group those who can work well together. This, however, makes the arrangement of a program a most difficult matter. In many subjects like drawing, writing, calisthenics and possibly German and reading the classes may be combined. On the opposite page we present a schedule

showing an equitable division of the time among the several branches of the different grades. Here many combinations and changes must be made and some little deference paid to the preference of class teachers. Generally speaking get in the important studies in the forenoon and give the time to them. Drawing, writing and time for lectures and didactic teaching, where the pupils are listeners, may well be placed in the afternoon. Arrange to give a reasonable time for study in school. The custom of requiring all lessons to be prepared at home works great hardship.

* * * *

Children must be taught to study. We have seen a class of children sitting up looking at their open readers,—their eyes apparently devouring the text but their wits probably wool gathering in distant fields. This exercise is called "Studying your reading lesson." The wise teacher devises some check system to enforce attention and to specialize observation. A thousand such devices will suggest themselves,—words of three or more syllables to be written as they occur from time to time in the lesson,—a sentence of the pupil's own composition embodying the important thought in each paragraph,—a short review of the lesson made, with books closed, after reading it through once or twice,—answers to questions written previously on the board by the teachers, such questions to cover the leading points of the lesson.

* * * *

"Now then study your lesson" is an expression to be avoided. We should be more specific. Something definite to be read, written, memorized or worked out should be required. So much time is wasted in school and out for want of clear concise conception of "what to do." Children learn by doing. The greater number of senses you bring into activity the more permanent the impression. What I read, I know better when I write, better still when I have spoken it, better still when I have utilized my information to make a map, diagram, illustration or synopsis of it. Do not send your pupils home to puzzle over "Home work" that is beyond them. Five examples along a line of work explained the day before and made clear to the pupils will be worked out and give a sense of power, where five new and difficult problems would only confuse and discourage. A parent complains that he sends his boy to school and then has to explain and teach him at home each evening. Teachers should teach not set tasks.

* * * *

Start easy in September. Give the boys and girls tasks that they can easily perform and then gradually increase the quality and quantity up to a proper point. Thus you start the lesson-getting habit, and cultivate the power to master. A new teacher once gave a sixth grade ten of the hardest problems in arithmetic he could find for a test. He said I want to see how much you know so that I may begin my work where my predecessor left off. The whole class failed utterly on the examination and conceived a cordial dislike for their hard task master, which took months to overcome. He could have tested their capacity as well in some other way without impairing their self respect.

Children, as well as grown people, like to do what they can do well. Hard examples puzzle and weaken, when given before the class is prepared for them. Lead up to the difficult places and make straight the crooked ways.

FATHER KLAUDER'S CATECHETIC METHODS.

Writing upon "The Catechism and Its Requirements" in the current number of the Catholic World, Rev. Alexander L. A. Klauder, author of the recently published *Catechism of Catholic Teaching*, takes occasion to justify the method and plan of his text—which is, in short, a revision and enlargement of the authorized Baltimore Catechism, designed to meet the need of a practical manual of Christian doctrine, adaptable for use in all parts of the country, in both school and home. He says in opening:

There seems to be a general demand for a common catechism of Christian doctrine for this country. It was this demand that prompted the fathers of the late Plenary Council of Baltimore to issue the present authorized manual, known as the Baltimore Catechism. This manual, however, as it is well known, has not met with general favor as a work viewed in the light of strict catechetical science. Whatever the defects of the work itself may be, it must be admitted, nevertheless, that the movement inaugurated with the issue and authorization of a common manual was a good and necessary one. It is one that ought to receive the firm support of all promoters and well-wishers of solid Catholic interests in this country. But some who were dissatisfied with the authorized catechism refused to introduce it in their schools; others who had adopted it, but looked for an improvement of it, became impatient over the delay and replaced it with manuals of their own selection. The result is that at the present time there is a great variety of catechisms used all over the country.

Unlike some who favor the withdrawal of the Baltimore manual and the substitution of an entirely new catechism, Father Klauder holds that the Council Catechism contains the groundwork for a good American manual. As an experienced teacher and catechist he says with truth: "Any text book of religious instruction is after all only a makeshift for oral teaching. Faith cometh from hearing." The questions and answers of any catechism are but a dry skeleton that is liable to produce repugnance rather than interest. They must be filled out with the meat of the living word supplied by assiduous and earnest teachers."

But inasmuch as for a knowledge of religion the great majority of our children are left to the mere memorizing and recitation of the catechism text, it is highly important that the language and meaning of the text be intelligible to them. "When," says the writer, "we have acquired ourselves of the manifest duty of supplying a good catechism, according to our best opportunities, we can then look to the Lord to supply the increase of faith that otherwise comes from hearing."

Father Klauder does not claim for his *Catechism of Catholic Teaching*, the ideal catechetical manual, though doubtless he has incorporated in his work all his ideas of what a good American catechism should be. Perhaps the most striking of the many features that differentiate his text from the Council Catechism and others, is that it includes such issues as affect the religious and moral welfare of the American people in particular—applying the teachings of the Church to questions of every day morality—honesty in business, payment of taxes, voting, bribery, etc. In support of this innovation he has the authority of Spirago, who in his *Method of Religious Instruction* holds that the Catechism that says nothing of duelling, socialism, cremation, government, voting, the press, etc., is of little use in our day."

Further in view of the limited opportunities for general uniform instruction, he includes in the Catechism prayers in general use, both public and private; a short review of Catholic doctrine for the illiterate, as a requisite for the valid reception of the sacraments,—the manner of making the sign of the cross, confes-

sion, Holy Communion, examination of conscience; also pictorial illustrations of the different articles used at divine service. "All these matters are imperative," he says, "in a manual that must be used frequently in many a rural home and elsewhere, as a sole means of instruction in the doctrines and practice of the faith."

However while extending the scope of the catechism in some ways, Father Klauder is for restrictions in other parts. "The mere moralizing in so many catechisms and padding to fill in the artificial chapters planned, must be avoided in a practical manual, such as the American church requires. It is far better to have strikingly short lessons contrasted with disproportionately long ones, in order to simply state the teaching and practice, than to make the chapters equally long by preaching platitudes." Again in the matter of restrictions he argues that the catechism should not be a manual of theology—need not enter into fine theological distinctions, such as giving a complete division of grace as made by theologians. What the American child needs particularly in its catechism, are definitions of the Latanic words in their general sense, rather than fine theological distinctions.

The arrangement of Father Klauder's catechism is also noteworthy. There are three manuals each adapted for a different grade of scholars. But the three parts while differing in quantity of matter treated, are identical in character of text, "for," says Father Klauder, "a change in the text of a given question and answer in a higher number of a manual, both confuses and disheartens the average pupil." In the matter of divisions, he holds with authority that the simple arrangement, such as is found in the Baltimore Catechism, is preferable to forced divisions and subdivisions. In justifications of treating the sacraments before the commandments, he says: "The knowledge of the commandments is imparted easier and in many more ways than is that of the valid reception of the sacraments." In conclusion, he considers the matter of difficult wording and terminology which he has endeavored to remedy by employing in his catechism as simple language as possible and appending an index with definitions of the Latanic words and other difficult terms used.

Father Klauder's catechism, while criticized in some quarters for its many departures from manuals now in use, has been espoused by such authoritative publications as the *American Ecclesiastical Review* and *The Dolphin*. In our next issue we will present an outline of the method and plan of Spirago's *Method of Christian Doctrine*, edited for use in this country by Rt. Rev. S. G. Messmer, D.D., D.C.L., Bishop of Green Bay.

Reasons for Taking a Good Teachers' Journal.

1. It stimulates to better work and better methods.
2. It is an exchange of good ideas relating to a common work.
3. In view of these facts some public school boards require teachers in their employ to read a teachers' journal every month.
4. In Wisconsin, district boards are authorized to furnish teachers an educational journal out of public funds.
5. School superintendents frequently ask applicants for school positions the question: "Do you read a teacher's paper?" It is equivalent to saying: "Are you interested in your work?"
6. A teacher in Chicago writes: "I could not run my school without a good school journal to give me from time to time new suggestions and fresh inspiration."



Guiding Principles in Education

At a time like the present, when there is a great and growing diversity of opinion regarding the proper scope of education and the relative excellence of opposing systems; when elective studies and specialization are permitted and encouraged beyond measure, it may be well to indicate the principles underlying the course of studies offered to students of Creighton university. It seems almost self-evident—

First—That there are some branches of study absolutely necessary in any scheme of liberal education. Without a knowledge of these no man can be called educated.

Second—That for a finished education there is a minimum of knowledge which is indispensable in each of the departments of study considered essential for a man of culture.

Third—That according to an established law of human action the knowledge of the end to be gained should precede and direct the choice of means; and that therefore the selection of studies must depend on what is the aim of education, what it is intended to accomplish, what is the intellectual goal of an educated man.

Education a Drawing Out Process.

Fourth—That education deals with both mind and heart; that it requires the harmonious development of all the faculties; that it demands the formation of character, the inculcation of sound principles, the awakening of dormant powers. It is, therefore, a drawing out rather than a putting in; it is the cultivation of the ability to gain knowledge and use facts, rather than the actual imparting of information.

Fifth—That all branches of study are not equally serviceable for mental development; that some contain mind-developing factors and character-building elements which can be replaced by no other studies; that these essential branches should be made obligatory on all college students. Hence there are branches which no electivism should replace.

Sixth—That precepts, models and practice should keep pace in every well-ordered system; that all the branches should be directed to some one definite end. Language lessons in ancient and modern tongues should proceed pari passu, if the studies are to be co-

ordinated and unity to be maintained. Such co-relation of studies is necessary for the formation of the intellectual man according to the approved classical type, which time and experience have proved to be the best; and it requires a practical master mind to think it out.

Elective System Injurious.

Seventh—That young students are not the proper judges of the studies essential for success in life, nor even of the studies which they themselves should pursue. Such freedom of selection is injurious rather than beneficial to unformed youth.

Eighth—That selection of studies should be permitted to none but those whose own minds have already been formed by the studies essential of character-building, and who have themselves practically determined upon their own life-work.

Ninth—That religion should not be divorced from education; that morality is impossible without religion, and that it is far more important than knowledge for the welfare of the individual and the safety of society. The commonwealth needs good men more than it needs clever men.

Tenth—That there is no royal road to knowledge. Learning can be acquired only by diligent study; and the education field offers no place to sluggards. Placing a name on the register of a college does not make a student; a multiplicity of courses, which a student is free to ignore, does not make a scholar.

College Course Merely the Foundation.

Eleventh—That the standing or grade of a college is to be judged by the least amount of study and acquirements essential for obtaining a degree.

Twelfth—That the education given by a college should be general, not special, thus laying the foundation for specialities and the independent research appertaining to universities. The foundation in all cases should be the same, just as in the construction of a building the foundation is the same, no matter to what order of architecture the superstructure is to belong.

Thirteenth—That all the studies pursued need not be directly useful in after life; the scaffolding may be discarded when the edifice is completed.—Rev. J. A. Dowling in Creighton University Bulletin.



Child Study.



Study to Understand the Child

HENRY SABIN IN MIDLAND SCHOOLS.

A child was lost, years ago, in a little town among the New Hampshire hills. Distracted, the parents ran here and there. Friends offered consolation and advice, and joined in the search. Church bells were rung to arouse the neighborhood and up and down the streets marched the town crier with bell in hand, announcing the sad news. Hours thus passed and with all the noise and confusion it seemed that nothing would be accomplished, when far off thru one of the fields some one descried the town fool approaching with the child safe asleep in his arms. In the general rejoicing some one thought to ask: "How did you know where to find him?" and the answer was simply this: "I went away from the crowd, sat down on a stone and asked myself: If I were a little boy and ran away from home, what would I want to do and where would I go first?" and then I went there and found him." Wise fool! In trying to understand the child, he first as far as possible put himself in the child's place.

Some one has written: "One thing grown-up people fail to realize about boy life, especially children's life, and that is the intensity of it. We ourselves get so phlegmatic. With us, nothing very much matters, but with the young, everything matters, and that intensely. So there is a strong life of hopes, fears, likes and dislikes, friendships and quarrels going on, which the master little suspects." The true master does suspect, and what is more, he tries to understand. To think as the child thinks, to see as the child sees, to feel as the child feels, is his endeavor. He goes into the home and studies the influences by which the child is there surrounded. He learns all he can of the parents, the traits and impulses they have transmitted to their offspring and the inclinations and desires they have fostered. The little things of every day life, matters of no interest to us, are the very life of the child. He laughs and grieves over things which we pass unnoticed, and he loves or hates for reasons which to us would be trivial. And yet his joys and sorrows, his likes and dislikes, are even more intense than ours. It is wrong to judge him by our standard and at-

tribute his actions to mere whim or caprice. In life's hard school, we have learned to conceal our emotions and to curb our desires. Bitter experience has taught us to hide our longing for that which we cannot possess, and to realize that circumstances often forbid our following the path we would fain tread. The years have brought us self-control, and unwaveringly, as a matter of course, we follow our customary vocations. Not so with the child. He has all that yet to learn. He lives in a different world. And still his world is as real to him as is ours to us, and into it at times we must enter if we would be his true friend and teacher. "Except ye become as little children, ye shall not enter into the kingdom of heaven," and in the same spirit, except we become as little children, we are not fit to be their guides and guardians.

Another writer says: "The care of all classes of children is very responsible work, demanding intelligent study and earnest care. It is not enough to study methods of education and school practice, the subjects to be taught and the methods of teaching them. It is also necessary to observe and study the children themselves individually, and collectively in groups, that we may know their individual tendencies, good and bad, and that their ever varying condition may be at once perceived." This is but another way of emphasizing the importance of putting ourselves in the child's place. Fixed rules and methods, stated incentives and chastisements, must as far as possible be made to yield to different conditions. Thirty days in the county jail may be the best penalty yet devised for a man who has stolen a brass watch, but thirty slaps on the bare hand may be a poor way to cure the wayward girl of whispering. Ten days on the stone pile may be a fit penalty for a "drunk and disorderly" but being kept in at recess and staying in after school may have no effect on the unruly lad. A gold medal may inspire men to exert to the utmost their mental and physical powers, while a card beautifully engraved "To a Good Scholar" may be looked upon with derision by a child to whom the multiplication table seems a useless and tormenting device. With a crowded room and a multiplicity of duties, it is often hard to individualize; but the necessity of so doing as far as possible should never be forgotten. The general rules and usual methods will apply to the majority. A little extra time must be found for those who need especial attention. The child naturally desires to learn. There is some reason when he plays truant or is absent without a good excuse or habitually tardy, and this a little investigation may easily disclose. The normal child can, without undue difficulty, master the branches as they are presented in the average grades. A little patient assistance, adapted to the particular needs of the pupil who finds it unusually hard to master some special study may work wonders. Perhaps the best way will be to take his attention from his troubles and fix his mind for a while on something in which he excels. This will give him encouragement and increase his confidence and self-respect. These are but suggestions. The central thought is to study the child, to look at him from his own standpoint, to enter his own world and lead him out, and not from some high eminence to drop down the educational rope and command him to climb up.

Language and Reading



Use of the Shorter Poem in Reading and Literature Study in the Grades

ANNA F. MULLAY IN CHICAGO SCHOOL WEEKLY.

Its Value as a Means of Instruction.

Let us begin with the short poem. The short poem should be studied because it is a whole thing and a small thing. On account of these two facts the elements of appreciation can be taught definitely and effectually, and in such a way that the child may, to a degree, help himself and not be dependent on any encyclopedia or a text book for the value of the poem's message.

Take any short poem, say the one which has been called the best short poem in the English language, written by a young American, who, while on his way to take up a hated profession in a strange city, saw a solitary waterfowl floating serenely and securely across the evening sky to the south, and who took courage at the sight and immortalized the incident in this poem:

Whither, midst falling dew,
While glow the heavens with the last steps of day,
Far thru their rosy depths dost thou pursue
Thy solitary way?

Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly limned against the crimson sky,
Thy figure floats along.

What does the poet do first? He describes the flight of the bird as seen against the evening sky. What does he do in the next stanza? He guesses at the feelings and purpose of the bird; imagines where it is going, where it has been, and makes several pictures of those places:

"The plashy brink of weedy lake," or "marge of river wide," or "where the rocking billows rise and sink on the chafed ocean side."

All day thy wings have fanned,
At that far hight, the cold, thin atmosphere,
Yet stoop not, weary, to the welcome land,
Tho the dark night be near.

But soon that toil shall end;
Soon shalt thou find a summer home and rest,
And scream among thy fellows; reeds shall bend,
Soon, o'er thy shell-lined nest.

In other words, he "enters imaginatively and sympathetically into the life" of the bird, and explains its wonderful achievement by—

There is a Power whose care
Teaches thy way along that pathless coast—
The desert and illimitable air—
Lone wand'ring, but not lost.

George Eliot says of one of her characters that the secret of his magnetic influence over people lay in his ability "to enter imaginatively and sympathetically into the lives of those he met." We all do something of the kind when we read absorbingly any great novel or poem or bit of history and biography. The writer is great in proportion to his ability to enter with imagination and feeling into the life he depicts and to make his readers do the same, and to give plainly or by suggestion some explanation of that life.

What else does the poet do? He compares the flight of the bird to his own journey thru life and feels that the Power which guides the bird will surely care for him.

Take another short poem, one of the tenderest in the English language, written by a young Scotchman, also on a certain occasion;

Wee, sleekit, cow'r'ning tim'rous beastie,
Oh, what a panic's in thy breastie!
Thou need na start awa sae hasty,
Wi' bickering brattle!
I wad be laith to rin an' chase thee,
Wi' murd'ring prattle!

What does the poet do first? He describes the mouse in retreat. What else? He describes its little nest exposed in the inclement season:

Thy wee bit housie, too, in ruin;
Its silly wa's the win's are strewin'!
An' naething now to big a new ane,
O' foggage green!
An' bleak December's winds ensuin',
Baith snell and keen!

What else does he do? He "enters imaginatively and sympathetically into the life" of the mouse; imagines its feelings, its past efforts and almost hopeless future:

I doubt na, whiles, but thou maun thieve;
What then? Poor beastie, thou maun live!

* * *

Thou saw'st the fields laid bare an' waste,
An' weary winter comin' fast,
An' cozie here, beneath the blast,
Thou thought to dwell;
Till, crash! the cruel coulter past,
Out thru thy cell.

That wee bit heap o' leaves an' stibble,
Has cost thee mony a weary nibble!
Now, thou's turn'd out, for a' thy trouble,
Without house or hauld,
To thole the winter's sleety dribble,
An' cranreuch cauld!

What else does the poet do? He compares the lot of the mouse to his own sad, uncertain fate, in—

The best laid schemes of mice an' men
Gang aft a-gley
An' leave us nought but grief and pain
For promised joy.

Still thou art blessed, compared wi' me!
The present only toucheth thee;
But, och! I backward cast my e'e
On prospects drear!
An' forward, tho' I canna see,
I guess an' fear!

Take another of Burns's "To a Daisy," or one of Bryant's, "To the Fringed Gentian," or "To the Yellow Violet," or Holmes's "The Chambered Nautilus," or "The Village Blacksmith." Ask the same questions. You will receive similar answers:

First—A picture or two.

Second—Bits of sympathetic imaginings about the life of the things described.

Third—A comparison, a lesson or some high thought or profound feeling or touching sentiment.

Take another poem, slightly different, "Abou Ben Adhem." What does the poet do? He gives a picture. More than that, he tells an incident, a story.

What else does he do? He gives a thought, a truth, "Who loves his fellowman, loves God." Have you ever heard this before? Many times and in many ways.

How has Leigh Hunt expressed it in this poem? In the form of a picture and story.

The next night

It came again with a great awakening light,
And showed the names whom love of God had blest,
And lo! Ben Adhem's name led all the rest.

What effect has the picture or story on the expression of the thought? It makes it more striking, more beautiful, more lasting. What effect on the thought had the pictures and the imaginings in the other poems we studied? The same effect. They enhanced the thought, made it more beautiful, more lasting; made it literature, in fact, as distinguished from all ordinary or journalistic expressions of it.

When the child perceives this he begins to handle the key to all literature, to all art; to distinguish the permanent from the transient, the noble from the common. He begins to perceive the meaning of what Keats says in his description of a wedding, on a Grecian urn—

Forever he will love, forever she'll be fair!

Forever to the child will the poor beastie scuttle away unchased by the "murdering prattle." Forever will the waterfowl float serenely in the rosy depths of "the desert and illimitable air, lone wandering, but not lost."

Appreciation of Pictures and Stories.

Since pictures and stories in poems have this strong yet easily appreciable effect, it is well to teach the child to see the picture with the inward eye, to feel the story strongly. Tell them how Hamlet saw his murdered father—

"My father! Methinks I see him now, Horatio!"
"Where, my lord?"

"In my mind's eye, Horatio."

Or, tell them how Douglas foresaw the result of the battle of Chevvy Chase, in which he was the victor at the cost of his life—

But I have dreamed a dreary dream,
Beyond the Isle of Sky—
I saw a dead man win a fight,
And I think that man was I.

Ask pupils to image the word pictures with closed eyes; or to think away the schoolroom and image the world of the poem. Then have them tell just what they see—no more. Tell them James Whitcomb Riley did this when he saw a harper playing in the street in the rain. He thus describes him:

Like a drift of faded blossoms
Caught in a slanting rain,
His fingers glimpsed down the strings of his harp
In a tremulous refrain.

Patter and tinkle, and drip, and drip.
Ah! but the chords were sweet!
I closed my eyes, and I bit my lip,
As he played there in the street.

Ask them to imagine what sort of a harper it was. Was he boy or man? Blind? Poor? Where was his home? What kind of a place was that? Then tell them what Whitcomb Riley saw with his eyes shut:

Patter, and drip, and tinkle!—
And there was the little bed
In the corner of the garret
And the rafters overhead!

And there was the little window—
Tinkle, and drip, and drip!
The rain above, and a mother's love
And God's companionship!

The pictures will be various, some faint, some vivid, some scant, some full to overcrowding; yet the power to image vividly and accurately will develop quickly with comparison.

In the case of the waterfowl, for instance, some pupils saw it as a speck on the horizon; others saw a wild duck with a pretty green head, about four miles off; others again saw a gray goose right overhead, and even heard the sweep of its wings. An experienced teacher, speaking of high school pupils, says: "It is safe to assume that the pupil does not understand a single line of poetry by himself." What, then, can be said of pupils in the elementary grades?

Such minute questions as these: Why does Bryant say "floats," not "flies"? "figure," not "body"? "while," not "where"? will help to make the images vivid and definite.

Best Method of Teaching Spelling

During the past three or four years many investigations upon the spelling problem have been made in the schools of the United States. The object of these investigations has been to see whether some new knowledge might not be gained that would render more specific guidance in the teaching of spelling.

The results have been the establishment of the proposition that spelling exercises appeal to three kinds of memory, namely, that of form thru the eye, that of sound thru the ear, and that of the motor speech apparatus in spelling aloud. The best system of teaching to spell will be that which will make the strongest combination of the four factors.

Thousands of pupils have been tested with meaningless words of five to ten letters, as grypnaphisk, halemar, etc. These tests were made as follows:

1. The word was slowly spelled for the pupil and he was then asked to reproduce it in writing. This is called the auditory test.

2. The word was exposed printed in large letters on a card and the pupil asked to reproduce it in writing. This is called the visual test.

3. The word was exposed printed as before and the pupil named each letter, grouping the letters in syllables, he was then asked to reproduce it in writing. This is called the visual-auditory-motor test.

In the tabulation of the returns the averages resulting therefrom were as follows:

1. Auditory test, 44.8 per cent.

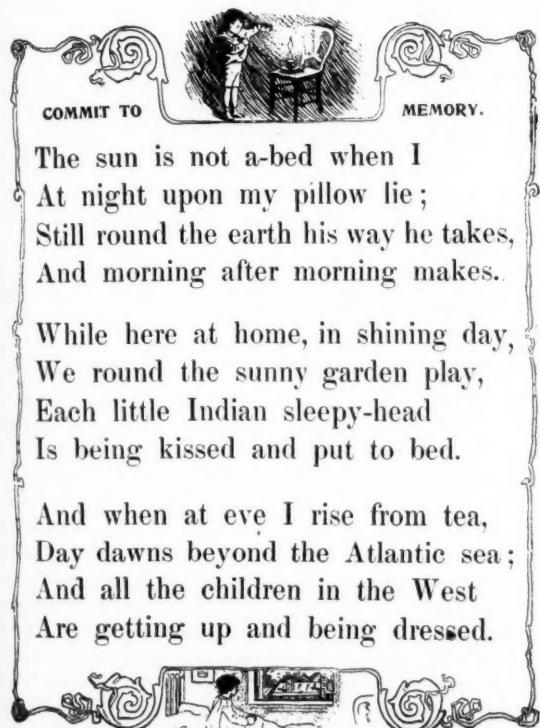
2. Visual test, 66.2 per cent.

3. Auditory-visual-motor test, 73.7 per cent.

This evidently leads to the conclusion that the best system of teaching spelling is that which employs the three forces stated above. We must employ ear, eye, and the motor speech apparatus in teaching the word, and avail ourselves of the factor of muscular resistance in continued practice in writing the words we wish to impress.

Spelling is largely a matter of association, and the eye, the ear, and the motor must be appealed to so as to produce the strongest combination of sensory elements. Care, then, in the right kind of oral preparation, with considerable oral test before writing, training pupils to build up words by using the small unities into which words can be divided, is a method of teaching spelling productive of the best all-round results.—*Canadian Teacher.*

For the First Reader Class



—Brumbaugh's Standard First Reader. Christopher Sower Co.

Dramatization of the Reading Lesson in Intermediate Grades

The teacher should select some story that may be dramatized easily and after having it read in class, select pupils to take the different characters to be represented. A book of stories especially adapted for this work is "The Story Reader" just published by the American Book Co., Chicago. It contains the following suggestions:

"If the teacher is tactful about the matter, she will find the children enjoy nothing better than dramatization.

"It gives physical exercise as well as expression to the ideas the children have obtained from the story, and to originality in the interpretation of them, when allowed to interpret without the constraint of over-directions. It will help much to give good expression when the pupils turn again to the story to read it, and bring into stronger prominence the ethical truth of the tale. It also enables the children to discriminate between stories containing dramatic situations and others. They will be quick to add this new form of game to those they already play.

"Where dramatization has never before been used, it is best for the teacher to select pupils who are bright and quick to take up matters of this kind. Select a simple story which allows of a dramatic interpretation, and have the pupils follow your simple, clear directions. If the pupils are unaccustomed to dramatic expression, directions must be given at first or they will not understand what is expected of them. Later, free interpretation, which is valuable pedagogically, should be the aim."

EXAMPLE: THE BOY AND THE WOLF.

A little boy took care of eight sheep. He led them to the pasture. He watched them so a wolf would not carry them away.

One day he thought he would play a big joke. He thought he would frighten the people by telling them the wolf was in the pasture.

So he ran into the village and cried, "Help! Help! The wolf! The wolf!"

The people dropped their work and took their guns. They ran out to the field to kill the wolf. There was no wolf there, and the boy laughed at them.

The next day he thought he would play the same joke. So he ran again into the village. He cried, "Help! Help! The wolf! The wolf!"

Again the people dropped their work and ran to kill the wolf. But there was no wolf to be seen, and the boy laughed.

The third day the wolf really came. The boy was frightened and ran quickly to the village.

"Come quickly. The wolf is killing my sheep," he cried.

But they did not believe what he said because he had twice told a lie. So his sheep were killed.

"Select four or five children for the people, who play they are working, in one corner of the room,—

washing, ironing, carpentering, etc., etc. The boy who takes care of the imaginary sheep may be out in the hall. Suddenly he comes running in, and excitedly calls, 'Help! Help! The wolf! The wolf!' or words which carry the same meaning. (It is very unwise to hold any set form, and much better for all if they carry the idea with as much individuality and originality as possible.)

"The people drop their work, snatch up their guns, and quickly follow the boy. They soon return, leaving the boy with his sheep, and exclaim rather disappointedly, 'There was no wolf there!' and have further conversation about the matter if so inclined. They take up their work again. Soon the boy runs in as before, the same scene is enacted. The third time the boy comes the people will not drop their work, but exclaim, 'We cannot believe a boy who has twice told a lie!' The boy goes out alone, and after a time returns weeping because his sheep have been killed.

"If the teacher can forget herself enough to take a prominent part in the play the first and second days this form of interpretation is used, she will be able to lead and guide the children, and they will be able the third or fourth time to give their versions without her assistance."

The Use of the Dictionary in Grammar Grades

Making Definitions.

Write from dictation:

A Class is a group composed of similar individuals. The horse, the rabbit, the weasel, the serpent, and the raccoon belong to the class animal.

Fragrant, airy, light, woolly, and silky belong to the class quality.

Cedars, birches, chestnuts, palms, and spruces are members of the class tree.

New York, St. Louis, Chicago, Boston, and London have for their class name city.

When you define a term first give the name of the class to which it belongs.

The following sixteen words name common classes.

bird	in sect	flow er	dis ease
rep tile	stone	crime	ma te ri al
meat	food	shrub	med i cine
fruit	tree	cloth	veg e ta ble

Arrange the following words in one column.

Against each word write the name of the class to which it belongs.

Consult the dictionary if necessary.

chol er a	gon do la	Bal ti more
qui nine	di a mond	cash mere
ar son	ma jor	lus cious
ad verb	croc o dile	New Jer sey
vi o let	isth mus	cy press

A primrose on the river's brim,
Or by the cottage door,

A yellow primrose was to him,
And it was nothing more.

—Wordsworth.

Place each of the words in the following lists under one of the class names: Crime, stone, flower, disease, bird.

Consult the dictionary when necessary.

as sault	o ri ole	pan sy	mar i gold
he li o trope	to paz	em er ald	par tridge
fel o ny	tre a son	quail	drop sy
ap o plex y	wren	a nem o ne	night ing ale
hy a cinth	dahl ia	tur quoise	lar ce ny
car nel ian	cam e o	pal sy	burg la ry
os trich	but ter cup	di a mond	vi o let

—The Guilford Speller. Ginn & Co.



Stories.

A Story from Plato

A little boy was told that he might do anything he pleased, and this is what he did. He helped himself to a large handful of clay and sat down and made it into a beautiful sphere, which was admired very much. But after awhile we looked again, and the little boy had put a big nose onto his sphere and some eyes and lips, and he had attached long arms with hands of amazing size, and legs and feet. He told us that it was a man, but we thought it was a wild fellow. One would suppose that a sphere with legs and feet would run away, but the little boy said that his sphere kept rolling around until he gave it feet so that it could stand still.

The Sphere Family is a strange company. It is said that everything in the universe would like to be a sphere. Apples and oranges try to be round. Cherries, and blueberries, and snowballs, and sleigh-bells, and marbles, try their best to look like spheres. Ages ago, when everything used to be a gas, even that went whirling round and round until it came together in shape of a ball, which rolled over and over until it had thrown off a countless number of smaller balls, which turned out to be suns, and moons, and stars, and the earth on which we live. It seems to be the nature of everything that has nothing on which to stand, to go whirling around and turn into balls just like the universe.

When rain falls from the clouds, the drops turn round and round and become little spheres. When they freeze we call them hail-stones. Molten lead, dropped from the top of a shot tower, falls at the base in balls which we call shot. But Plato told a story about a sphere which is more marvelous than any of these stories.

Long before man lived on the earth or had a body, he had a Mind or Spirit. The Mind or Spirit was good and holy. It could see the truth, and understand the truth, and love the truth. It came from the Creator of the universe. He created the seed which should produce it, and gave it to the gods, and made it immortal. And he told them to weave this immortal part into a mortal body, because the mind would need contact with objects to become wise.

Now, when the gods saw the universe, that it was full of spheres, and that these spheres moved around each other, and around the sun, all in the greatest harmony, they thought it would be quite proper to create a body for a Man on the same plan, and so they made a head, in which he might carry his Mind. They made it in the form of a ball, and said that since it was the part of him which recognized justice and truth, it should be the lord over all that was in Man.

But the head could not get on very well all alone. It could do nothing but go rolling every which way,

unless something helped it to stand still. So the gods gave all the rest of the body to it, to be its servant, in order that it might not tumble about among the deep and high places of the earth, but might be able to get across ditches without falling in, and over mountains without tumbling down. They placed the head at the top of the body, so that each man might carry his Mind high up above everything base. And so it became the temple of the holy Spirit, the dwelling-place of the most sacred and divine part of us. The arms were attached merely to take care of the head, and the trunk to support it, and the legs to carry it.

Each side of a sphere seems to be exactly like every other side, but the gods easily told one side from another, for they considered the front more honorable than the back. So they put a nose on the front of it, and a mouth also, with lips and teeth. They put ears on the right side and left, and hair on the back, and gave the whole body a forward motion. And they contrived the eyes, to give light to the head, so that it could have all the fire it needed, but not enough to burn it up.

The gift of the eyes was very important, for it enabled the head to see the sun, moon, and stars. If it had not been for that, the head could never have told night from day, nor summer from winter, nor one month from another, because the sun makes the day, and the night and measures off the year, while the moon measures off the month.

God gave us eyes for this reason, that we might behold the intelligence in the heaven, how great it is, how serene and undisturbed, and that we might apply it to our own intelligence, and become serene and happy.—*Stories from Plato.* Ginn & Co.

The Butterflies' Kisses

"Here comes the sun!" cried Downie, stretching her wings, "Shall we have a game?"

"I am ready," answered Brightwings, and out they danced into the warm sunshine.

"'Hide-and-seek,' or 'Follow-my-leader?'" asked Downie.

"'Follow-my-leader,' that is best," replied Brightwings. "You lead, and Pearly and I will follow."

Presently Pearly paused.

"Isn't it nearly breakfast time?" she said. "I am so hungry."

"Very well; race me to that flower over there," laughed Downie, and darted off. But, alas! she did not notice the big spider's web that hung across the path.

Pearly and Brightwings called to her to stop, but it was too late.

"Oh, what shall I do? Help! help!" she cried.

Brightwings flew up.

"Don't struggle," he said, "and I will see what I can do."

Downie did as she was told, tho she felt very frightened. "Oh, please be quick," she sobbed.

Bidding Pearly stay by her friend and cheer her up, Brightwings flew off down the path.

Soon he saw a little sailor boy, in a big white hat, trotting over the grass beside a tall lady.

The butterfly's heart beat fast, but he fluttered on and danced his best just in front of the boy.

"Oh, mother, what a beautiful butterfly!" he cried.

"May I go after him?"

"Yes, dear; but mind you don't touch it," answered his mother.

"No, of course not, mother."

The boy followed him down the path until they reached the web. He at once saw what had happened.

"Oh, you naughty, wicked spider!" he cried; "you must not catch the pretty butterflies."

The two kind little hands soon released Downie from the clinging web, and the three danced around the little boy; they kissed his rosy cheeks, and when he ran back to his mother she could not guess how he had learnt to give such beautiful butterfly kisses.—*Cassell's Little Folks.*

Busy Work.

Distribution and Care of Materials for Busy Work

Informal Letters from Teachers.

I.

In considering the subject of seat work, one of the first questions with me has been "How can I distribute the material with the least waste of time?"

I confess that the problem is not an easy one. To facilitate matters I keep as much material as possible in individual boxes. Letters, tablets, sticks, and pegs are so arranged. It insures a more equitable division and a more orderly distribution.

When it is at all practicable I allow each child to keep his own box in his desk. Pegs are always kept in this way. The first of the year the boxes are filled with common shoemaker's pegs, which the children at one proceed to scatter more or less lavishly upon the floor. Then I exhibit to their admiring gaze a box of colored pegs, with the assurance that those children who do not drop any pegs for a week shall have theirs exchanged for these beautiful things. The excitement is intense, and when at the appointed time, a dozen or more children have earned the new ones, I know the battle is won, for no self-respecting child will tamely allow his neighbor to revel in the luxury of colored pegs while he ignobly counts the mean little white ones. Then if a child does not take proper care of the new ones, they are taken away and he is given the white ones again until he has learned to be careful. I rarely have to do this, however.

In many schools the children bring boxes for pegs or letters, but as mine are not able to provide them, I get small paste board boxes about one inch deep and two and a half inches square for the pegs, and others twice as large for the letters. The small boxes cost from ten to fifteen cents a dozen, and the larger ones from fifteen to twenty cents. In the box with the pegs may also be kept the wooden square which the children use in outlining the dominoes for number work.

The other material in boxes is in charge of groups of three or four children who are taught how to care for and distribute it. These groups are changed from time to time, to allow others to be useful as well as distinguished. If the material is to be used early in the session, it is distributed before school and collected at recess. If after recess, it is distributed at recess and collected after school.

The material which is more easily cared for, like paper, pictures for tracing, scissors, etc., is passed by one child from each row, who is very attentive, or has made some special effort in the right direction during the session. Thus all the children are eligible to the honor.

Of course there is occasionally something that I have to distribute myself, but I try to do as little of that work as possible, since the responsibility is good for the children.

C. A. S.

II.

Teach the child at the head of each line to act as "monitor," "helper," or "distributer," or choose the child who has tried to do his best during the preceding lesson.

Children soon learn where materials are kept if the places are easily accessible to them, and a bit of judicious praise to the child who returns a thing to its proper place will soon bring the class as a whole to a condition of care-taking.

Begin the first of September with the pegs. Let some careful child go to the closet and find the box

containing them, then direct him how to give them to the class. Use a small cup or box as a measure. The child at the end of the line should always be supplied first. With the whole class attending, I praise or criticise the way in which the monitor does his work. By pursuing this method for a few days, several children may be efficiently trained, and gradually nearly all the members of the class.

Such a drill as this given with three or four different materials should be sufficient, tho a few explicit directions may be needed when any new material is given out, later in the year. I never begin to work myself till I see that every child has begun his work.

The first of the year I have the pencils given out when needed. After that time each child who brings a neat pasteboard box receives a pencil to keep. The pencils are sharpened regularly twice a week; it takes only five minutes to go thru the class. If any child breaks a point between whiles, I mend it for him, if he asks before or after school.

It seems well for each child to have some form of busy work in his desk for spare moments. For this I find a box of pegs, or letters, or books, the best. The books are changed once a month, so they are always entertaining.

M. S. C.

III.

If the teacher of the first grade will devote a few days before the opening of school in September to the preparation of busy work for the coming year, she will find it a good investment of time, and congratulate herself for this forehandness many times over.

There is quite a difference of opinion among teachers as to which portion of the material used for busy work may with profit be kept in the desks, and which had best be cared for by the teacher.

The material kept in desks needs, of course, oversight by the teacher. All agree that a great deal of the material cannot be kept in the desks from day to day. Some of that most commonly used can, with advantage, be so kept. A set of shelves, protected by a door or curtain, is a great convenience. On these the material may be kept, stored in boxes. It is easily accessible, and comparatively free from dust. A table will answer the purpose, if the shelves cannot be obtained.

Whenever possible, a child should have his own individual pencil, crayons, scissors, foot-rule, paint-box, and pegs. One large box will hold all, with the exception of pegs, which may be kept in a bag about five inches square, hung upon the iron crossbar of the desk. The loop of the string should be long, to allow of the bag being pulled thru the loop, thus obviating the use of tacks.

Spool boxes are almost invaluable for keeping material in good condition, and are easily distributed.

Letters, words and pictures for matching or other uses, may be kept in the same way, or in envelopes which are placed in a compartment box.

Beads, counters, button-moulds, strings, etc., should be kept in boxes.

White and colored paper cut into proper sizes and shape for various exercises, should always be found on the shelf or table.

M. E. W.

IV.

I like to give out two kinds of busy work at once, one kind for plain fare and one kind for dessert; the first kind, like copying, making number pictures, making words or sentences with letters, or equations with figures, to be finished before the other kind is taken. Then the children who have worked quietly and busily, and have done their best, use the other busy work. For this I use stencils, the colored paper forms for sorting and making geometrical designs, pegs in the rainbow colors for designs, pictures with the words to match them, tracing paper with pictures, paper-cutting, and so forth.

I make the busy work for one day a help to the work of that day, or a review and drill on work that has been done, or a preparation for something which is to be taught.

B. E. D.

Arnold's Plans for Busy Work. By permission. Silver, Burdett & Co.

Scissors and Brush

Seat Work.

[These little stories are to be mounted and given to the children for silent reading. Let them cut the illustrations "free-hand" from paper, and any other articles mentioned in the stories may be cut also. If they are nicely done, let them mount them on a piece of colored paper. Also, with a mucilage brush, and ink have the pupils draw the figures. They will take delight in both the scissors and brush work.]

I have a bat and a ball. What nice games we will have now. When can you come and play. Yes, we will let Mary play with us. You must not hit me with the bat.

My grandpa gave me this knife last Christmas. It was on the Christmas tree. It has three blades. I use the large blade the most. Yes, you may take it until I come back.

My mamma uses this when she paints. She puts her brush in the paint. She puts her thumb in this hole. What does she do that for? We will ask her why she does so.

The rain-drops cannot hit me. How fast they fall! Will you come under my umbrella? It will keep us dry. You may help me to hold it. The wind might blow it away. We will hold it fast.

See my sword! I can play soldier now. Ella may



carry the flag. Ned may beat the drum. I will march with my sword. I will take long steps. I will say: "Right! Left! Down! Up!" Now let us all march.

My mamma says that I am as busy as a bee. How busy is that? This bee has six legs. Can you count them? How many wings has he? I will write the answer on my slate.



Number and Arithmetic.

Measuring Games

Before playing this game the children should be well accustomed to the use of the foot-rule, marked with inches. Each child should have a foot-rule and measure its book, pencil, desk, etc.; it should also be taught to draw lines of different lengths with the rule on its slate; thus, teacher might say, "Draw a standing-up (vertical) line six inches long," or, "Draw a lying down (horizontal) line four inches long," and so on. The children will thus get accustomed to estimating the length and breadth of objects, and will be able to play the game.

Suppose the slate to be the object chosen; the teacher holds it up so that all may see it, and then repeats the lines:

Think it over carefully,
And tell me what the length may be,
Of this slate.

The children who are ready to answer then put their hands out, and the one who guesses correctly (or most nearly correctly) has the privilege of asking the next question, and stands in front of the class in readiness. Before proceeding, however, the first object should be measured, so that all may see that the answer was correct.

Perhaps the pencil may be the next object chosen, or a window-pane, ball-frame, desk, duster, book, etc., and instead of length we may have breadth. The words would then be:

Think it over carefully,
And tell me what the breadth may be
Of this window-pane.

The children should be taught to listen attentively, so that they may know whether length or breadth is to be guessed; the meaning of the two terms should, of course, be explained previously.

If circular objects are chosen for measurement, the word "girth" must be substituted for "length." This form of object should only be used for the older children, as it is much more difficult. To measure a circular object a string should be passed round it, and the string should then be measured with a foot-rule.

Sometimes the word "hight" may be substituted, as, for instance, in measuring the hight of a plant or child. The children will enjoy the latter very much.

—Lois Bates in "Games Without Music for Children."

Written Exercises in Primary Arithmetic

- a. Write the words: Eight, eight, Nine, nine, Ten, ten.
- b. Beginning with the upper number in each tablet, write the addition table.
- c. Beginning with the lower number in each tablet, write the addition table.

d. Write the subtraction table, taking away the upper number.

e. Write the subtraction table, taking away the lower number.

Copy and complete:

Three and seven are . . .	Nine less four is . . .
One and eight are . . .	One and seven are . . .
Nine less two is . . .	Four and five are . . .
Eight less four is . . .	Ten less four is . . .
Ten less nine is . . .	Eight and one are . . .
Four and six are . . .	Two and seven are . . .
Eight less one is . . .	Nine and one are . . .
Six and two are . . .	Ten less two is . . .
Five and five are . . .	Nine less six is . . .
Eight less three is . . .	Two and six are . . .
Five and four are . . .	Eight less five is . . .
Ten less eight is . . .	Seven and three are . . .
Six and three are . . .	Eight less seven is . . .
Seven and one are . . .	Nine less one is . . .
Eight less two is . . .	Six and four are . . .
One and nine are . . .	Nine less five is . . .
Nine less eight is . . .	Seven and two are . . .
Four and four are . . .	Ten less one is . . .
Two and eight are . . .	Eight and two are . . .
Ten less six is . . .	Three and five are . . .
Fve and three are . . .	Eight less six is . . .
Ten less seven is . . .	Ten less three is . . .
Nine less three is . . .	Nine less seven is . . .
Ten less five is . . .	Three and six are . . .

—First Steps in Arithmetic. Suver Burdet & Co.

Construction Arithmetic for Grammar Grades

1. Make a horizontal line $2\frac{1}{2}$ inches long. At one end make an angle of 75° and make the second side of the angle $1\frac{1}{2}$ inches long. At the extremity of the last line and on the same side as the first angle make an angle of 105° . Prolong the line to $2\frac{1}{2}$ inches. Draw a line completing the figure. Measure the angles last formed. Are any of the four angles equal to each other? Are there two angles whose sum is 180° ?

2. Construct a parallelogram one of whose sides is 3 inches long and one of whose angles measures 68° . Which angles are equal to each other? Which two angles would make 180° if combined? Are any of the sides equal to each other? Make a right angle upon one side with dotted lines and measure the altitude of the parallelogram. What is the area of the parallelogram?

3. Construct a parallelogram having an angle of 45° and a side $2\frac{3}{4}$ inches long. Draw the diagonal of the parallelogram. Measure the angles on both sides of the diagonal. Which are equal to each other? Make a perpendicular dotted line representing the altitude of one of the two triangles formed. Find the area of the triangle.

4. Make a triangle having a side 4 inches long, an angle of 65° , and another angle of 40° . How large must the third angle be? Measure the altitude and reckon the area of the triangle.

—Winslow's Natural Arithmetic Book II. American Book Co

Geography and History.

Great Industries,

G. P. DUBOIS.

Wheat--From Field to Mill.

There are at present about five hundred and seventeen million bread-eaters in the world, and careful experiments have shown that each bread-eater—man, woman, and child—will consume a barrel of flour every year. A barrel of flour is equal to four and one-half bushels of wheat, so there is a chance for some arithmetic. This army of bread-eaters is nearly eight times the population of the United States, for Great

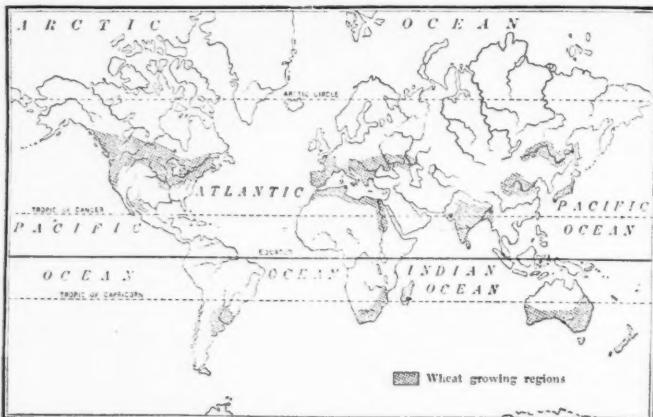
and not so many either—they used to do, flinging the grain from the hand, but with machines, called “seeders.” A seeder is a box with slender rubber tubes about two feet long, and an inch in diameter running to the ground. These are mounted upon wheels, and drawn by horses, and long platoons of them start out at once to sow these immense fields, the wheat kernels running down the tubes as they go and into the warm earth. In a few weeks, a beautiful green carpet covers the brown. Day after day the sun shines, and the rains come for the thirsty roots of the wheat-plant, until, at last, the rich juices that have been coming up thru the green stems have fed the kernels, and the harvest is ripe.

All the world is interested in the journey of kernels of ripened wheat from the field to the mill-hopper. The work must necessarily be done by machinery in these vast fields that spread away so far that one can scarcely realize there is anything in the world but

wheat fields, and it takes an army to gather this harvest. This army begins its march at the bottom of the world in November, in Peru, and the southern tip of Africa; it reaches Burma in December, Australia and Argentine in January, in February and March, Upper Egypt, and the East Indies, in April, Asia Minor, Persia, and India, and, in our own continent, Mexico. In May it has reached the southern border of the United States, Florida and Texas, and, in foreign countries, Japan and Africa, but it is not until June that the wheat harvest begins in earnest, and July and August are our great northern harvest months. By the first of September this army has passed northward

out of the Red River Valley, and is lost to sight until another year.

First into this sea of wheat come the machines that cut and tie up the grain, self-binders they are called. Down near the ground a sharp blade of steel, perhaps five feet long and a couple of inches wide, with keen-



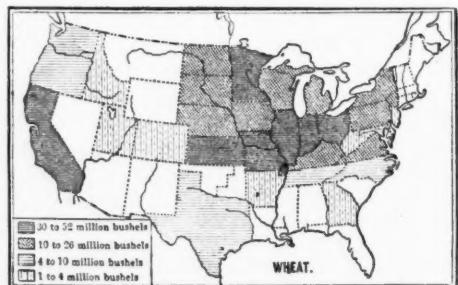
Where wheat grows.

(From Morton's Advanced Geography. Used by Permission of Butler Sheldon & Co., Publishers.)

Britain eats her entire wheat crop in about thirteen weeks, and then she must be supplied from Minnesota, or Central Russia, or India, or she will suffer. Five countries of Europe—Russia, Hungary, Servia, Bulgaria, and Roumania—produce more wheat than they can use, but their surplus could only supply the needs of Holland, Belgium, Scandinavia, and little Switzerland, so that all the great population of Great Britain, Germany, Austria, Italy, and France, are entirely dependent on other countries for their bread. Besides, where an American eats meat and potato, a European eats meat and bread, so that the wheat crop must be distributed, perhaps half a world's width away from where it is grown, as soon as it is shaken from the threshers, so that Europe may have her next loaf of bread baked by the time her own supply has run out.

A week or two ago the wide wheat fields, so vast that when you looked out over one of them it stretched many hundreds of miles beyond the hazy horizon, were each like a great yellow sea under the blue summer sky.

In the early spring, when the birds were singing, and the sunshine was warm, men went out over these fields, brown then, to sow the seed, not as years ago—



Wheat Producing Sections of the United States.
(Map from Tarbell's Complete Geography. Published by Werner School Book Company.)

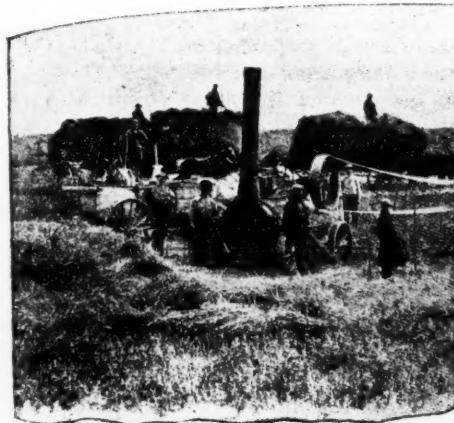
edged teeth, is kept moving back and forth by the machinery of the binder, cutting the grain as neatly as a lawn-mower cuts your grass. This same machine takes the wheat when cut, carries it up a sort

of rack or belt and throws it upon a platform, where it bunches it together, throws a stout cord around it, twists it into a knot, and away goes the bundle of wheat neatly tied up. A man sits upon a high seat and drives the horses, and this wonderful machine does all the rest. If the wheat is not to be threshed

and a man with a scoop-shovel stands inside to throw it to either end, and prevent it from clogging or running over. Then the door is closed and a flying trip across the prairie begins. After many stops and switches the car rolls into the city, alongside one of the mammoth elevators. Chicago alone has 89 of

these elevators, holding 62,160,000 bushels, and a single elevator can unload or receive 500 cars of wheat in a day. Just think of a building nearly as long as a city block, twice as wide as a city street and some two hundred feet high for the storing of wheat and nothing else. When one of these elevators burns, as it sometimes does, the fire will smoulder for eight months before going out.

All this time while the wheat has been coming from the farms to the city elevators, people in foreign countries have been reading the papers to find out how many bushels the harvest has yielded, and what it is going to sell for a bushel, for, as I said, it takes England just thirteen weeks to eat up all the wheat she raises, and the other thirty-nine she is hustling to see where she can buy to the best advantage, and this is



Steam Thresher. Wheat Field, North Dakota. (From Tarbell's Complete Geography Published by Werner School Book Co.)

at once it is made into shocks, that is, twelve or fourteen bundles are stacked together, with two laid on top to shed the rain. This is done by hand. If it is to be threshed at once, it is loaded on the great wagons and hauled to the thresher. On small farms, mainly in the East, threshing-day means a social season. The "women-folks" have cooked dozens of chickens, bushels of doughnuts, and squads of pies, with all the other good things to eat in profusion, and the "hands" eat with the same vigor with which they work. There is a kindly rivalry out in the field and each tries to cut and bind the most bundles, shoulder the heaviest sacks, or make the neatest looking stacks, and after supper there is wrestling, weight-throwing, and jumping. Sometimes, the thresher's outfit includes a cooking-house on wheels where meals are prepared for the men, and some of the farmers in the Northwest own their reapers and threshing machines; but, where the acres are fewer, the thresher goes from farm to farm in turn, passing along the country road at evening hauled by the puffing, snorting steam engine that furnishes the power during the day, and may be hauling a wagon or two behind it. Into the iron throat of this thresher the bundles of loosened wheat are fed, the wheels whir, the kernels are separated from their husks, and pour out a golden stream into the open mouth of the big sack.

The whole world is interested in the journey of wheat. The first stage is from the smaller farms by lumber wagons to the elevator at the nearest way station. Here each load is hauled upon the hay-scales and weighed; the bags are then tossed upon the platform and trundled on trucks to the big hopper into which their contents are dumped to be elevated into the bins above.

The next movement of the wheat is from the country elevator to the receiver in one of the large cities, Chicago, Duluth, St. Paul, Omaha, Kansas City, St. Louis, Milwaukee, Cleveland, or Detroit, and for this trip the wheat is run from the elevator into a freight car on the side track. It runs down a long chute,



Wheat Arrived at the Mills.

true of all the European countries. So the wheat—all that we do not need in the United States—must be ready for its ocean voyage.

This means millions of dollars a year to railroad and ship-owners, and sometimes in the rush season

of the late fall it is very difficult to find enough cars and ships. Last year the United States exported 18,697,825 barrels of flour, and 101,950,352 bushels of wheat. The figures are enough to make one giddy. Most of the wheat of the Northwest goes by way of the lakes thru the Sault Ste. Marie canal to Buffalo, where it is shipped by rail or canal to New York, Boston, Baltimore and Philadelphia; that from Chicago goes by way of the Great Lakes. Lake shipping is the cheapest transportation in the world, and some of the lake vessels carry enormous cargoes. In 1900, 941 bushels were considered a car-load; I say in 1900, for in 1894 only 685 bushels were estimated as a car-load, but so rapidly has the wheat been increasing on the one hand, and the number of people to eat it on the other, that more is loaded into a car each year, the trucks being strengthened, and the cars enlarged to carry it. At 941 bushels to a car, a cargo of 348,701 bushels would fill 360 cars or nine trains of forty cars each. At fifteen bushels to the acre, this cargo would represent the yield of 16,800 acres of land. A farm of 160 acres is looked upon as a large farm, and it would take 105 such farms to raise enough wheat to furnish this one cargo. So from the great elevators that tower above the city's buildings the wheat goes on its journey in grain boats out over the blue waters of our inland seas, and thence by rail or canal till it reaches the ocean. Here it is loaded into a grain barge and towed alongside the big ocean vessel. A curious "floating elevator," somewhat resembling a derrick, scoops the grain from the barge, and puts it in the hold of the ship, and at last, from the Liverpool elevator, the wheat, journeying from its far-away Western home, goes to make bread for the people of Europe.

Half the crops of Ohio, Iowa, Virginia, California, and Oklahoma are eaten where they are grown. Minnesota and Michigan sell two-thirds, and eat the rest. The New England States, South Carolina, Mississippi, and Montana eat all they can raise and buy from their luckier neighbors. Of the whole crop of 675,000,000 bushels, we consumed 276,000,000 at home.

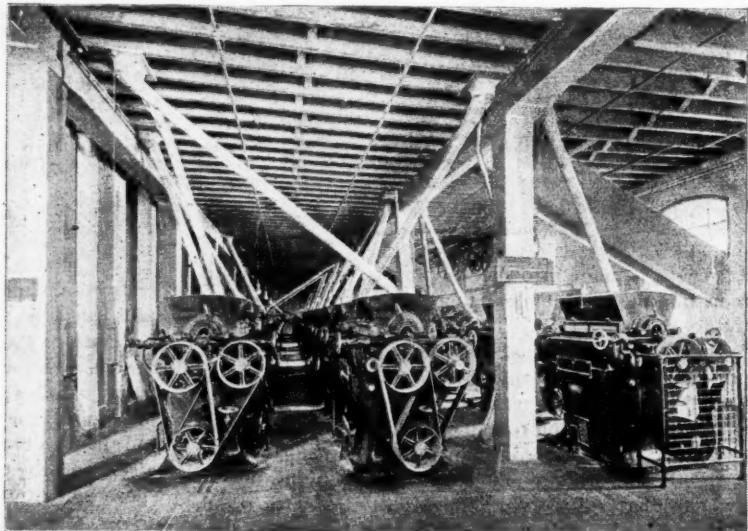
American flour competes successfully with Russian flour in all European markets tho it travels 5,000 miles farther. In ten years our flour trade in Japan has increased eleven-fold. Holland is one of our very best customers, and Great Britain now buys of us more than half of all we export. Our cheaper grades of flour in China, Corea, and South Africa compete with the native-grown rice.

The wheat grown in the United States is of two general kinds. One is the old-fashioned winter wheat grown thru all the Central and Southern States; the other is the hard spring wheat, the "Scotch Fife" and the "Blue Stem" of Minnesota and the Dakotas, the kind that has made Minneapolis so famous.

All the wheat raised even from the same kind of

seed is not the same. One lot is cleaner or more even, weighs more, and is sounder or brighter. In former times, a load of grain must needs be carefully examined by the buyer, and when he sold again, re-inspected. It was a very important matter, since even so slight a mistake in grading as would mean one cent a bushel on the wheat would mean thousands of dollars to the wrong person. Now there is a system of inspection, and no portion of the great wheat business is done more quickly or accurately.

You can see what a beneficent power is wheat; beneficent, great giver of good. You cannot create anything evil out of wheat; all its products are good,



Grinding Floor of One of the Large Pillsbury Flour Mills at Minneapolis.

and good only, and in all its handling, from the preparation of the ground for the seed-kernel to the loaf of bread on the table, it is a blessing. It is a food for people, for no wheat as such is fed to animals, only a little of the refuse, bran. Once a nation begins to eat it, it never gives it up; even the rice-eating Chinaman finds it good. Its real value is more many times over than all the gold and silver mined in all the world; for we would starve on money alone. Year after year the bountiful Father sends his sunshine to warm the brown earth for the little kernel of wheat, and to coax its first timid green sprouts, then the hot summer sun to shine and the rains to fall to perfect it for the harvest. Year by year the wheat productions grow and increase, until its history is the story of the whole civilized world, and its mission of importance to all mankind.

One of the incidental advantages that spring from oral presentation and reproduction of history stories is a straightforward, forcible use of good English. But many corrections of faulty words and phrases are made necessary. These corrections may be made quietly by the teacher without seriously interrupting the pupil's course of thought. The primary aim, however, is not language drill, but the culture that lies in history.—C. A. M'Murry.

Nature Study.

September Nature Study

How Plants Scatter Their Seed.

The Touch-Me-Not.

Did you ever see or handle a pod of a "touch-me-not"? The plant is sometimes known as garden balsam. It is well worth while to grow it in any flower garden. The flowers are pretty, but the pods are still more interesting. When you touch them, or throw them on the floor or against the wall, they burst suddenly and scatter their seeds all around. The wild Impatiens, or jewel weed, has smaller pods, which burst in the same way. Find some of the plants in a garden during the autumn and try the pods, or look for the wild Impatiens, or jewel weed, along streams and in damp, shady places.

The Witch Hazel.

The witch hazel is known by its beautiful yellow flowers with slender curled petals, which come out late in autumn, after the leaves have fallen. At the same time the fruit pods are matured from flowers of the previous year. On dry days, when the fruit is ripe, one can hear the snapping of the pods as they burst, and the seeds are thrown with force several feet away.

Pods which burst and scatter their seeds are called explosive fruits. Other examples are to be found in the vetch, locust, violet, oxalis, etc.

The Milkweed or Silkweed.

The milkweed is known by its peculiar flowers and the abundance of white milky substance which flows from wounds in the plant, and gives a disagreeable sticky feeling to the hands when it comes in contact with them. When the flowers go, a few little boat-shaped pods are seen on the flower stalk. These grow larger and larger. When they are ripe the pods split open. A great mass of flat seeds is crowded out by the pushing of great tufts of white silky threads attached to one end of each seed. They are so light and feathery that the wind lifts them easily and sometimes bears them miles away.

Did you ever see these pods bursting and emptying out the great white feathery cloud? Take a pod before it has opened. Split it open and see how beautifully the seeds are packed away in it. Separate some of the seeds to see the soft, silky tuft of hairs on the end. Blow the seeds into the air to see how easily they float away on the "wings of the wind."

The Dandelion.

The dandelion is so common that few persons admire the really beautiful flower. They would rather get rid of it. If the dandelion would only grow in out-of-the-way places, it would not be so unwelcome. But it is an intruder. You dig the plants, root and branch, out of your yard, and in a few years they are there again, or new ones, rather. It makes a great many seeds. But how beautifully they sail thru the air like tiny balloons!

Did you ever try to blow all the seeds off the head with one long whiff? There is a mark left where each one stood. How they go sailing away! Watch them! Some are coming down to the ground like a man clinging to a parachute. The seed is the heaviest part and is below. On the end of the long stalk above is the crown of soft white hairs which forms the float. Down,

down, the seed slowly comes and soon is ready to wriggle its way into the ground. Here it germinates and makes a new dandelion in the lawn.

The leaves form a deep-green rosette resting on the grass. The flower stem comes up, and the flower head



FIG. 217. Spray of leaves and flowers and fruit of jewel weed, or wild *Impatiens*.

opens, showing a beautiful cluster of yellow flowers. This head closes at night and opens in the day, closes again at night and opens with the day, and so on, unless the day is a dark one, when all the dandelions may remain closed.

By and by the head stops opening. We can see the tips of the flowers. They wither and die. A white cottony mass begins to appear. Its silky hairs spread apart, the head opens again, and the crown of narrow leaves (the involucle) recovers and gives room for the spreading crown on the tips of all the seeds. This forms a great white ball on the end of the stem. The seeds are now in a position where the wind easily catches them.

Did you ever notice that where the lawn is mowed many of the dandelions have such short stems that the flower head is below the lawn mower? Then see how these same short stems will grow much longer just as the seeds are ready to be scattered, so that they are lifted above the grass where the wind may catch hold of them easily. Put a stake by some flowers and measure the stems. Then measure them every day while the seeds are ripening. Along the roadsides or in undisturbed places the flower stems are often longer than those on the lawn. Do these long stems lengthen as the seeds ripen?



FIG. 221. Dandelion flower and fruit. Flower open at right, old flowers closed and stems elongating at left, ripe seed raised up higher and ready to scatter (after Miyake).

The Wild Lettuce and Prickly Lettuce.

so common in old fields and along the roadsides, have seeds very much like those of the dandelion.

The Virgin's Bower, or Clematis.

The clematis, or virgin's bower, is quite as attractive in appearance in the autumn as in the summer when it is in flower. The great masses of foliage and vines clambering over fences and shrubs, and often hiding them entirely, show numerous white puffs of feathery seeds where the flower once was. Each of the seeds is like an arrow-headed plume. Blow or scatter some of them to the wind and see them scudding off to the ground in curious spiral courses.

Winged Seeds.

Some seeds have winglike expansions on the side and are called winged seeds. They, too, are carried by the wind, but they are not quite so buoyant as the seeds of the milkweed and dandelion. The elm seed has two wings. It is sometimes called a samara, which means "seed of the elm." The maples and pines also have winged seeds. Do you know any other plants which have winged seeds?

The Bur Marigold.

The bur marigold, sometimes called "beggar needles" or "devil's bootjack," is a very common weed with yellow flower heads. The seeds are also in a head, and the cluster bristles all over with barbed awns. "Bootjack" is not a bad name for the seed, so far as



FIG. 219. Dandelion seeds.

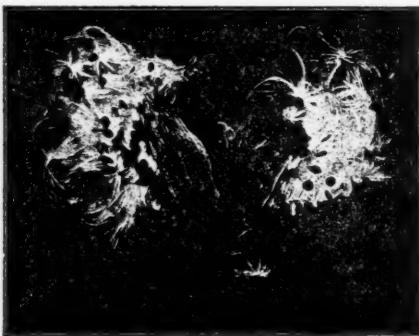


FIG. 218. Seeds of milkweed ready to scatter from the pods.

the shape is concerned. At least a boy brought up in the country, who used to pull off his boots at night with the old wooden bootjack, thinks so.

When tramping thru the fields, or sometimes in the garden, if you brush against one of these plants, the awns will pierce your clothing immediately. The barbs hold on tight, and soon there may be hundreds of these seeds clinging to you.

The Cocklebur, Burdock, Stick-Tights, etc.

The bur marigold is not the only seed or fruit ready to "catch on" for a "free ride." There are also



FIG. 222. Fruit (seed) of elm, a samara.



FIG. 223. Winged fruit of maple, two seeds.



FIG. 224. Seed of bur marigold, "bootjack."



FIG. 225. Fruit of cocklebur with hooked appendages.

cocklebur, burdock, stick-tight, and "what not," and it does not help matters to "crack behind," either. They hold on until they are pulled off, and then they leave in the cloth countless tiny hooks, which are even harder to remove.

If you wish to know more about these "deadbeats" who ride all over the country and never pay a cent of fare, go out for a tramp in the autumn in old neglected fields or in low waste ground. You can carry some home for study. Examine them to see the different kinds of seeds, and how the barbs, hooks, and other holdfasts are formed. What animals do you think would be of service to the plant in dispersing such seeds? You may wish, also, to visit the same places in summer to see the plants in flower.

Have you seen any other seeds than these described here which have means for dispersal? Do seeds ever float on the water and become scattered in this way? How is it with the cocoanut palm? Do seeds of grasses or weeds float in the water of lakes, ponds, rivers, and small streams?—Atkinson's *First Studies of Plant Life*. Copyrighted. By Permission of Ginn & Co., Publishers.

Cat-Tails and Swamp-Lilies

I want to go wading where osiers and reeds
Grow slender and limber like harpsichord strings
That merry winds pick at, and feathertipped weeds
Dip down to the water and splash it in rings.
I want to go paddling again in the creek,
And feel the cool sand as it slides to and fro—
To scramble thru willow wands, supple and sleek,
To the place where the cat-tails and swamp-lilies grow.

I want to go back, on a hot afternoon,
To the stepping-stones gray, where the silvery
tongue
Of the water-sprite gurgles a snag-twisted rune—
I want to be barefoot, and freckled, and young;
My sunbonnet lost and my pinafore torn,
My hair flying out in a tangle of tow—
Go back by a path that my dream-feet have worn,
To the place where the cat-tails and swamp-lilies grow.

—Hattie Whitney, in *Household*.

Construction Work.

Relation of Construction Work to School Studies

(Report by L. A. Hatch of work done in Practice School of Northern Illinois Normal School.)

It may be well at this point to show wherein the educational value of manual training lies. Stated briefly I should say that its greatest value lies in the fact that a definite task, within the power of the child, with a strong motive back of it, confronts him. Each step is known. The material and tools are at hand. He knows how to make use of the same. He is eager to work. If he does his work as well as he is able, if he does it himself, if he knows what he is about in each step taken, if he throws his whole soul into the work, that boy will grow. He will form habits that will affect to a greater or less degree whatever he undertakes. Work of this character, with a definite end in view, ought to counteract in a measure the aimless work so often seen in our schools.

One of the weakest points in our present system of education lies in the fact that independence is not taught as it should be. As a result the pupil is as willing to be helped as the teacher is willing to help. I

have observed that in manual training pupils want to do their work themselves. This is especially noticeable after a certain degree of skill has been acquired in the use of tools, and pupils have begun to develop originality in their ideas. Then they feel their independence, their power. What is being made is their own in every sense of the word and they do not care to be interfered with. This fact was most strikingly illustrated not long ago. A young teacher, somewhat anxious to help, undertook to give advice to an eighth grade boy who was busy making a tabouret for his mother. He resented the offer in a somewhat decided manner, so much so in fact that the young man felt constrained to report the case to me. I must say that since this event my admiration for the boy has increased. I have watched him many times since. There he is, day after day, steadily at his task, asking few questions, making few remarks, independent, lost in his work. Would that we had more of this sort of independence in all of the work of the school. To secure it three things are necessary as in manual training. First, strong motive should be present. Second, the conditions for work should be as favorable. Third, the child should be helped no more than is absolutely necessary. If handled in the right way I believe that manual training is peculiarly adapted for training the child to depend upon his own resources.

Again the ability to center one's interest and attention upon a task is of value, but when one loses himself in his work and keeps at a task until it is completed a habit has been formed that will make

Some of the Larger Catholic Educational Institutions. No. 1.



ST. CLARA'S COLLEGE, SINSINAWA MOUND, WIS. IN CHARGE OF DOMINICAN SISTERS.

him a power. I believe that manual training has a tendency to do this. As a rule pupils attend strictly to their own affairs in this work. They have little to say and not much time to waste. To illustrate, on one occasion I wished to send a boy to get a box that stood some distance from the shop. There were fifteen boys at work. Not one boy during the entire noon hour was found idle. I finally got the box myself rather than stop a boy while at his work. The pupils are not always as busy as they were on this occasion but as a rule they are very busy, for each one has a definite piece of work on hand that needs to be accomplished in the best way, in the least time, with the least expenditure of energy.

The vital relation of manual training to the other work of the school becomes apparent when it is the outgrowth of that work. Not long ago a fourth grade class was studying about the Chicago Drainage Canal and the question of locks came up for consideration. The class was taken to the shop where a lock was constructed by the pupils. It required two recitation periods to do this but when it was done the pupils who did this work understood thoroughly the principles of locks. They took a great deal of pleasure in explaining to others how locks are operated.

If in the study of lumbering in connection with the pineries of Michigan and Wisconsin the pupils construct a miniature lumber camp including the forests, houses, roads, sleds, tools, river, raft, log jam, etc., it is plain to see that a fuller, richer meaning attaches itself to this work for these children. Use sand for the soil, pine twigs for the forest, construct the houses of logs, have them construct a sled with runners wide apart like those used in the pineries. Make it strong. The tools may be made of wood. The river of glass. The raft constructed of logs as rafts are made. Use flour for the snow. This camp should be not less than four by six feet.

A class in drawing was making a border by using curved lines. Apparently the work was more or less lifeless. Had the teacher suggested that these curved lines if arranged differently would make a good design for the top and front to the comb-case that several were constructing or about to construct in the shop, a deeper interest would have been taken in the work and more good derived from it.

You know as well as any body knows, if you have ever had any thing to do with it, that mechanical drawing as ordinarily taught in the public schools has very little about it to interest pupils unless the drawing forms the basis of something which they are about to construct. Our most successful work along this line has been in having pupils make the drawings for the constructive work in bent iron. Pupils use these drawings later to guide them in their work.

The study of Robinson Crusoe affords an excellent opportunity to correlate the same with the construction work. Let the pupils build his island on the floor. Use rocks and sand. The island may be surrounded with glass or colored paper for the ocean. Then let the pupils construct his home and the things that he constructed. Meet around this island during the recitation period and live with your pupils the life of Robinson Crusoe.

The study of Indian life will be enriched if manual

training comes to its aid. Mold the Indian of clay. Build his tent, long house, round house, pueblo, or his dwelling among the cliffs. Hollow out his canoe from a log or make it from the bark of a tree. Make his bow and arrow, his peace pipe, and tomahawk. Construct the pots that he uses of clay, and the mats of grass and rushes. Show how he cooks his food.

Without illustrating further it can be seen that the work in manual training may be very closely related to much of the work of the school. In many instances it is the direct outgrowth of that work.

I thoroly believe that the boys and girls in all of the grades below the high school should have some form of manual training work. I am not so certain but that if the line were to be drawn between the high school and the grades below the high school the need for this work is greater in the grades than in the high school. At the early period of the child's school life he is dependent upon objects to a large extent for his ideas. The need to create, to objectify that which exists in the mind is felt. He has not learned to think abstractly. Above and beyond this lies the fact that the power to do with the hands needs to be cultivated. The more skilful one's hands are, the better are these tools that the mind has with which to do its work.

There is little question but that the country boys and girls will receive as much benefit from this work as their city cousins and that it can be done as readily there as in the city. Why would it not be a wise plan to have a shop fitted out with tools and benches, attached to each schoolhouse where pupils who wished to do so could have an opportunity to make things such as have been suggested in the former article and will be further suggested in this? An expense of a few dollars will fit out such a shop. Let the children feel that it is their own. They will take care of it. If a pupil becomes restless in school let him go to the shop. Let groups go during school time. This will be an excellent place for pupils to expend part of their surplus energy before school, during recess, and during the noon hour. By this I do not mean to imply that the teacher has no responsibility, that the pupils do not need counsel. The teacher must know what is being done and guide the same.

But you say the work will be too crude. True, it will be crude in many cases, but is that the right basis upon which to pass judgment? Have we not been considering manual training too largely from the standpoint of the finished product and left out of consideration to a considerable extent the child and his needs? The fact that the child is not able to do skillful work with tools ought not to be sufficient ground for keeping tools from him. Supply him with tools such as the saw, hammer, plane, chisel, etc., suitable for his strength. Give him a work bench of the right height at which he may work. Then let him work. What matters it if his work is crude? Ask, has he wanted to do this? Does he think that he has made something? More depends upon what he thinks than what you think. Has he done his best? Can he do better? Is he stronger for having constructed his sled, kite, cart, etc.? Does he need what he is doing at this point in his life to lead him to realize the potentialities that lie within him? If so it ought not to require a genius to see what is best for him.

Growth of the Commercial Course Idea.

By J. A. LYONS.

It is a little over fifty years since the Commercial school became an educational factor. The pioneers in this work, as we look upon them now, made some mistakes, but perhaps none of us could have done better had we been similarly situated. The idea that a knowledge of business practices or bookkeeping could be successfully imparted in the school-room was then new. These were institutions that had no endowment, no support from the public funds and were, therefore, wholly business ventures requiring the receipts of the business for their sustenance. We dare say they often did things in those days which even their own best judgment did not endorse from a pedagogical standpoint. Thus, the idea became prevalent among the people that a term of three months was quite sufficient to become a proficient accountant. This is one of the legacies that we believe has been left to us by the pioneers in business education. We think they must have been responsible for this opinion becoming settled in the minds of the people. They were anxious to secure as much patronage as possible and if they made the term necessary to complete a course a short one they were likely to get more patronage, and doubtless did.

It has taken therefore fifty years of growth, thought and labor to overcome many of these opinions which had become rooted deep in the public mind, but now we can see the public gradually becoming educated to the fact that commercial courses are proper not only for institutions organized for the purpose of giving such courses, but for all kinds of institutions both public and private where any pretense is made of giving the pupil a practical education, and that a year is none too long a time for a thorough course. These facts are well shown by the large number of schools that within the past five years have placed such courses in their curricula. The pioneers in this work if alive to-day would look with much pleasure upon the results of their work, for to them is undoubtedly due in a large measure this change in sentiment on the subject of business education.

Among these pioneers were many able men. They thought carefully over the field and many ideas that are now being promulgated in modern dress are nothing more than what was used to a certain extent in the very earliest days of this work. Thus, in methods of bookkeeping they experimented both on the theory plan and on what is now known as the "practical plan." They prepared books on theory and also works on business practice. They introduced the co-operative work in business practice at an early day and this method of teaching has always been more or less popular among commercial teachers. Gradually, however, it became common to begin the pupil with a course in theory, that is, a text book was placed in his hands containing the principles of accounting. The pupil was expected to become familiar with these. From day book records of imaginary transactions he was expected to make journal entries, to post, to take trial balances, to close and make balance sheets and so on by repeating these outlines under different circumstances and conditions he became thoroughly familiar with the manipulations of the ordinary set of books. This method of teaching gradually became more and more popular we think from the exigencies

of the case and this we will now attempt to account for.

The ordinary school where commercial branches were taught in the early days contained but few pupils. Many of these came from the farm. They flocked in with the fall months, and, like the birds, migrated again at the first appearance of spring. The result was the school was very full during the few months of mid-winter and comparatively empty during the remainder of the year. To carry on a co-operative work, such as is required in office practice, takes numbers. The "office practice" always came at the close of the course as an advanced work. About the time the pupils were ready for this office practice spring made its appearance and they were obliged to leave for the farm. During the spring and summer months, the school would not have a sufficient number of pupils in attendance to do co-operative work, so gradually schools gave more and more of their course up to theory. This, as we have said, was largely because of the necessities of the case. In the larger schools and particularly in the cities where the attendance was fairly large even in the summer they could carry on co-operative work the entire year, and in such schools the course was divided up into first theory and then business practice with offices and this plan was carried out religiously, and is in most cases to this day. In the smaller schools, as we have said, from the necessity of the case they were largely confined to theory alone.

BOOK NOTICES.

McBride Literature and Art Books.

By ELLEN BURKE.—Books One, Two and Three. D. H. McBride & Co., N. Y., Publishers.

These are the first of a set of readers intended for Catholic schools. They are accompanied by manuals which suggest to the young teacher ways and means of making the lessons more beneficial and interesting.

They are arranged for any method of teaching reading, but may be used with great profit by combining the phonic and word method. They are illustrated with masterpieces of art, and the Manuals give sufficient suggestions for each picture so that the teacher can, in a very little time, prepare excellent lessons.

These books are unique in many respects, introducing several new and excellent ideas. The study of the pictures presented will aid greatly in language and reading work, and will open the minds of the children to the rich art treasures in our churches, and to the fact that the world owes Catholic artists as well as Catholic writers a great debt of gratitude.

Fourth Reader—Columbus Series.

By W. T. VLYMEN, PH. D.—Schwartz, Kirwin & Fauss, N. Y., Publishers.

The method and plan employed in this successful series of readers are pretty well known to Catholic teachers of the country, as the First, Second and Third Readers have been in use for some time. Prose, poetry and illustrations in this recent addition to the series are fully up to the high standard which characterizes the matter in the other three books. Some fault has been found with the fairy lore in this book, but we question the soundness of the criticism.

The A. Flanagan Company, Chicago, recently submitted copies of their New Higher Arithmetic, by Prof. A. W. Rich, of the Iowa State Normal School, to one thousand educators of the country. They report that not an unfavorable opinion was received, while the commendations were many.

In considering the purchase of books, school equipment, and supplies generally, don't forget the advertisers in THE JOURNAL. They are all reliable and leaders in their respective lines. Moreover, they are aiding greatly to give the Catholic teachers of the country a first-class professional magazine of their own, at small cost.

Events of the Month in Review.

Political, Economic, Religious and Educational.



PRESIDENT McKINLEY.

Shot by an Anarchist on Exposition Grounds, Buffalo, N. Y., Friday, Sept. 6.

The Steel Strike.

The great strike of the Amalgamated Association of Steel, Iron and Tin Workers which has been in progress since Aug. 10, continues without hostilities or special feature. The fourth week of the strike shows a tendency on the part of the strikers in districts far removed from the seat of the original trouble to question the wisdom or justice of the strike order, and it is not improbable that the men who went out at Bay View, Wis., and at the mills in Illinois, will return to work if a settlement is not soon made in the East. The strike order of President Shaffer declared that the strike was made necessary by the refusal of the United States Steel Corporation "to recognize as union men those who are now striving for the right to organize," and urged that those lodges which had recently entered into new contracts with companies subsidiary to the trust should

consider their prior obligations to the Amalgamated Association paramount at this crisis. President Gompers, of the American Federation of Labor, has announced that his great organization would lend its moral and financial aid to the strike. Several attempts have been made to secure arbitration but without avail. The strike has not altogether crippled the iron and steel industry, as the Homestead and other mills of the Carnegie Steel Company, deunionized through previous conflicts, remain in operation.

Rush of Settlers.

The rush of sturdy settlers last month on the occasion of the opening of an Indian reservation in Oklahoma shows how great is the instinctive land-hunger of the American farmers and their sons. But very few of them could be induced to expatriate themselves. After allot-

ments to about 3,000 Indians, there remained 13,000 quarter-section (160-acre) farms to be allotted to bona fide white settlers, with 167,000 people present and registered. The occasion was one of great picturesque interest, although much hardship was incurred by scores of thousands of the disappointed land seekers, some of whom had been waiting for months on the fringes of the reservation.

State Politics.

Strong state issues, mostly of a reform nature as the result of machine politics, are developing in many states of the Union. As to Pennsylvania, it is the prevailing opinion that the Republican regime in that state, and especially in the city of Philadelphia, has of late been so corrupt as to have no parallel or precedent in the history of any civilized state or country. It is expected that the independent Republicans, of whom Mr. Wanamaker is the most prominent, will unite with the Democrats in supreme effort to overthrow Mr. Quay's powerful Republican machine. The success of the elements alleged to be corrupt in both city and state has been due to the open or secret alliance of Democratic politicians with the Republican machine.

In New York a crusade has been started against corruption in official circles, especially in police departments. All important newspapers of the city are outspoken in support of the movement, which will endeavor to elect a worthy administration this fall.

In Wisconsin and other Western states factional fights promise interesting developments.

The Alabama constitutional convention has adopted the expected restrictions on suffrage, intended to exclude the negro vote. The Virginia constitutional convention has been working toward a plan similar to that adopted in Alabama. The Democrats of Maryland, who have already practically disfranchised negroes by means of complicated registration systems, have now openly avowed their intention, if they carry the state legislature this fall, to place Maryland in line with the disfranchising states farther south.

The statistician of the New York Produce Exchange, basing estimates on the government indices for June, figures the total winter and spring wheat crop at 683,871,000 bushels. If these figures are reached, all records will be broken; in 1898 the crop was 675,148,705 bushels; and in only one year previous, 1891, was the 600,000,000 mark passed. The corn crop falls considerably below last year's figure.

C. A. Walsh, secretary of the Democratic National Committee, said in an interview: "There is no real discussion now of the candidates for the Democratic nomination for president in 1904. Of course a great many are mentioned and talked about. There are Hill and O'Neil, and Dockery and Dave Francis and W. J. Stone and Senator Cockrell, but it's a long time until 1904. A candidate who gets into the push too early is liable to get 'crystallized' out before the campaign is reached."

General Leonard Wood, governor of Cuba, says that United States troops would probably not evacuate that island until next April or May, by which time all elections to fill the various public offices created by the new constitution will have been held. The elections for the minor officers are to be held first, while the election for president will not be held until next March or April. Until the result of the balloting in that election has been determined and the new central government installed, General Wood says, the United States cannot withdraw their troops.

The steamboat City of Golconda capsized in the Ohio river near Paducah, Ky., Aug. 20, causing the loss of a score or more lives. The Canadian Pacific steamer Islander sank Aug. 18 near Lynn canal, entailing a loss of sixty-seven lives and \$250,000 in gold.

Cable dispatches from Copenhagen to Washington and London announce that the Danish ministry has finally accepted the terms offered by the United States for the Danish West Indies islands. The news, while not officially confirmed, is believed to be authentic.

On request of Rear Admiral Schley, U. S. N., Secretary of the Navy Long orders a court of inquiry to meet at Washington on Sept. 12 to examine into Admiral Schley's conduct in the Spanish war.

United States Judge Estes, at Honolulu, has decided that all Chinese born in the Hawaiian Islands are American citizens, no matter what government they were born under.

President McKinley has issued a proclamation inviting all the nations of the world to take part in the Louisiana purchase exposition to be held in St. Louis in 1903.

Governor Allen of Porto Rico resigns and Secretary William H. Hunt is chosen as his successor.

Foreign Affairs.

Affairs in South America are again assuming a complicated condition. The liberal government in Venezuela sympathizes with the insurgents in Columbia, and it is alleged, has given them more than tacit sympathy. On the other hand there has been an incursion into Venezuela of the reactionary or conservative insurgents of Columbia. Such a state of things is not unlikely to produce war between the two countries, and there have been rumors that war actually existed. Reports are many and conflicting. The interest of the United States in the matter centers chiefly on the possibility of the Isthmus of Panama being involved, and the probable interruption to the working of the Panama railway. The United States having long maintained it a duty and right to preserve order on the Isthmus, has dispatched two gunboats and a warship to Panama.

Reports of threatened war between France and Turkey have been current the past month. In point of fact there has been no serious danger of war; for one reason, Turkey is totally unable to cope with France at sea, and war with a power like France is the last thing the Porte desires. The matter in dispute concerned the quays, which have been constructed in Constantinople by a French company with the understanding that they were to be taken over by

the Turkish government, under certain conditions. As usual, the Sultan broke his promises, and delayed settlement with the foreign company. Repeated threats availed nothing and the French ambassador gave notice of severed diplomatic relations. A date was set for his leaving the country, when finally an imperial decree was issued granting the demands of the French. An early settlement is looked for.

The report of military operations in the Philippines, recently received, covers a period of over six months to July 4th. In that period, Gen. McArthur says, the insurrection became almost wholly suppressed, while the secret committees of insurgents who collected funds and encouraged guerrilla warfare became less active. The capture of Aguinaldo is regarded as the most momentous single event of the year. The capture, Gen. McArthur remarks, dispelled the growing tendency to idealize Aguinaldo's personality. Affairs are rapidly quietening down in the islands. This month the military authorities turned over the city of Manila to the civil governor, Judge Taft, and the newly appointed officials, some of whom are natives, others Americans. The Manila charter calls for a city government much on the plan of that operating in the city of Washington.

The war in South Africa continues in a desultory manner. Engagements between small bands of Boers and detachments of British continue to be reported. Latest dispatches tell of the capture of fifty British scouts. As usual in the recent conduct of the war, the prisoners were released by the Boers after being

disarmed. Mr. Chamberlain's view that only brigandage and guerrilla warfare now exists in South Africa, does not seem to be substantiated by recent cases where considerable forces of the Boers have opposed Kitchener's men. The British commander has issued a proclamation threatening with perpetual banishment from South Africa all Boer leaders who do not surrender before Sept. 15.

Antarctic geography and physical conditions are now being given an unusual amount of attention. Two expeditions, Belgian and Norwegian, have comparatively recently reported their experience. Now four expeditions are either actually under way or soon to start—Swedish, German, English and Scotch. The most that can be expected from these expeditions is information about the southern magnetic pole and magnetic variations. Deep-sea dredging is expected to add much to our knowledge of rare forms of animal and vegetable life.

Not since the time of Parnell have the Irish members in the House of Commons presented such a United front. Mr. John Redmond has been a distinct success as leader of the reunited Nationalists. The leaders are planning a determined campaign for home rule, despite the fact that British sentiment is more hostile than ever—as shown in the proposal to reduce the Irish representation in Parliament.

Among the notable deaths in Europe the past month were those of the Dowager Empress Frederick of Germany and Francesco Crispi, at one time premier and for years prominent in Italian governmental affairs.

Church and School Affairs.

According to the latest advices from Rome Archbishop Chapelle has been discharged from all his functions as delegate apostolic to Cuba and the

Philippines in February, 1899. He has handled the complicated relations of the church and the military governments of the islands.

The O'Brien Proposition.

The New York Tribune thus summarizes the plan of the President of the New York School Board:

"Mr. Miles O'Brien, the president of the Board of Education, New York City, has put forward and is advocating with his usual earnestness a plan for bringing practically all the schools of the city—save the select private and boarding schools—under municipal control as a part of the public-school system. There are now many schools maintained by charitable organizations and churches which are working on lines largely parallel with those of the common schools. Some of them receive aid from the public funds and are subject to a measure of public supervision, while others are entirely independent thereof. Mr. O'Brien's proposal was at first understood to apply only to the former class, but now appears to apply equally to the latter. He would have the city purchase at a fair price such of the private school buildings as it could advantageously utilize, and even retain the teachers, or such of them as could pass the necessary examinations."



ARCHBISHOP CHAPELLE.

Philippines except the explanation of portions of his report to the Roman congregations having charge of the matters involved. He will shortly follow Cardinal Gibbons to this country and take up the duties of his archiepiscopal see of New Orleans.

Monsignor Chapelle was appointed apostolic delegate to Cuba and Porto Rico in September, 1898, and his office was enlarged so as to include the Phil-

The private corporate schools which are now receiving money from the city of New York at the command of the State Legislature are as follows: Society for the Relief of Half-Orphan and Destitute Children at Manhattan avenue and 10th street; the New York House of Refuge, established on Randall's Island by the Society for the Reformation of Juvenile Delinquents; the "Trustees of the Lake and Watts" Orphan House, near Mount St. Vincent and partly in the city of Yonkers; the Colored Orphan Asylum and Association for the Benefit of Colored Orphans, at 13rd street and Amsterdam avenue; the American Female Guardian Society and Home of the Friendless at 30 East Thirtieth street, with twelve different schools; the Five Points Mission at 23 Park street; the Five Points House of Industry at 155 Worth street; the New York Juvenile Asylum at 17th street and Amsterdam avenue; the House of Reception of the New York Juvenile Asylum at 106 West Twenty-seventh street; the Roman Catholic Orphan Asylum; the Children's Aid Society, with headquarters at the United Charities Building and with nineteen schools in various parts of the city; the Hospital for the Relief of the Ruptured and Crippled, 135 East Forty-second street; the New York Infant Asylum, North Columbus Avenue, Mount Vernon; Nursery and Child's Hospital, Lexington avenue and Fifty-first street; the Hebrew Benevolent and Orphan Asylum Society, Amsterdam avenue and 136th street; Association for Befriending Children and Young Girls, 134 Second Avenue, and the New York Institution for the Blind, Thirty-fourth street and Ninth avenue.

This is quite a long list. Under the existing law these institutions are entitled to part of the public school fund. This money is paid to them by the Board of Education of New York, but the only control that the Board has over any of them is to see by means of inspectors that the provision of the law relating to the teaching of sectarian tenets is not violated. If Mr. O'Brien has his way they will all be just as much under the control of the Board of Education, so far as their teaching goes, as public school 73 or 90 or any other in the vast system. In other words during the school hours the teachers would be employees of the Board of Education, the same text-books would be used, the same methods employed and the teachers would not be allowed to appear in the garb of any order or society. This rule prevails now in the public schools. Here is where the private institutions are apt to object to Mr. O'Brien's plan. On the other hand, the plan has not been welcomed by the friends of public education. The New York Sun says:

"The members of the Board of Education are loth to talk about the suggestions of Mr. O'Brien, for the reason principally that they are not familiar with their scope. Horace E. Dresser, one of the Brooklyn members of the Board, said that while he was sure that Mr. O'Brien was prompted by the highest motives in making the proposal he did not think that it would be wise to adopt it because it was likely to defeat the very end he had in view."

Deaths Among the Clergy.

The following clergy and religious have passed away since our last issue.

The Rev. Philip Cardella and the Rev. Otto Hogenforst, S. J.; the Very Rev. P. W. Condon C. S. C.; the Rev. William Pope, army chaplain, Cuba; the Rev. John Banks, Diocese of Cleveland; the Rev. Joseph Schaub, Diocese of Indianapolis; the Rev. Francis Martersteck, of the Archdiocese of Philadelphia; the Rev. John Brady; Diocese of Pittsburgh; the Rev. M. P. Sullivan, Archdiocese of Baltimore; the Rev. P. Felix Maria, O. M. Cap.; the Rev. W. L. Rickarby, O. P.; the Rev. William Grutza, of the Arch-

diocese of Milwaukee; the Rev. Thomas Barry, Archdiocese of Philadelphia; the Rev. Bernard Flood, Diocese of Davenport; the Rev. Aloysius Lauer, O. S. F.; the Rev. M. D. Lilly, O. P.; the Rev. Patrick Carroll, C. M.; the Rev. Anselm Leiter, S. J.; the Rev. Francis Voet, of the Archdiocese of Cincinnati; the Rev. Pierre Gagnon, O. M. I.; the Rev. James Brennan, of the Diocese of Erie; the Rev. John Carbray, C. SS. R.; the Rev. Francis M. Fowler, of the Archdiocese of Baltimore; the Rev. John Brennan, Archdiocese of San Francisco; the Rev. Edward Barry, Archdiocese of St. Louis; and the Rev. H. D. Brickley, Diocese of Dallas.

DEATHS AMONG RELIGIOUS.

Mother Baptiste, of Denver, killed in railroad wreck; Mother M. Siena, of the Sisters of the Holy Cross; Sister Stanislaus, Sisters of Charity; Sister M. Anthony, Sisters of the Good Shepherd; Sister M. Dominic, of the Order of St. Dominic; Sister M. Dympna, Sisters of the Incarnate Word; Sister M. Amalberga, O. S. B.; Sister M. Prospera, Sisters of the Holy Cross; Sister Mary Fidelis, of the Order of the Visitation; Madame Power, R. S. H., London, Ont., Canada; Sister M. Pauline, O. S. B., Covington, Ky.; Sister Mary Anita, Catholic Protectory, Westchester, N. Y.; Sister M. Flaria, Sisters of Charity; and Sister M. Camilla, Sisters of Holy Cross.

R. I. P.

Many Take the Vows.

During the past summer several hundred novices and candidates have been professed by the various religious orders of the country. It is probable that in no previous year in the history of religious orders in the United States have a greater number taken vows in the different orders. Thursday, Aug. 15, Feast of the Assumption was marked by an unusually large number of religious professions, a few of which we are able to chronicle:

At St. Joseph's Convent, Carondolet, Mo., sixteen novices took final vows, while nine young women made their first vow. Nearly 200 nuns were present, assembled from the various convents and schools in charge of the order. The retreat was conducted by Rev. Effinger, S. J., of Detroit College.

At Holy Family Institute, motherhouse of the Sisters of Divine Providence, Holyoke, Mass., sixteen took the black veil. Bishop Beaven officiated, and the Rev. J. J. McCoy, of Chicopee, delivered the address.

At Notre Dame Convent, Milwaukee, forty-seven novices took the black veil and became Sisters of Notre Dame. The services were conducted by Archbishop Katzer. On Aug. 28, about sixty candidates received the white veil.

At the Church of the Redemptionist Novitiate, Kansas City, Mo., twelve young men made their vows and ten others were invested with the habit of the order.

At Loretto Convent, Nernix, Ky., ten young ladies received the religious habit, nine novices made their first vows and seven made final vows. At other houses of the order twenty-three made solemn profession.

Six young men were invested with the Franciscan habit at St. Anthony's Convent, Mt. Airy, Cincinnati, O., by the Rev. Provincial Ludwig Haverbeck, O. F. M.

At Loretto Convent, Florissant, Mo., eight candidates took final vows at the

conclusion of a nine-days' retreat conducted by Rev. Harrington, S. J., and participated in by over 100 sisters.

Eleven novices made their vows at the Ursuline Convent, South Twelfth street, St. Louis, on Sunday, Aug. 25, Feast of the Sacred Heart of Mary.

Parochial Schools for Italians.

The Rt. Rev. John Baptist Scalabrin, Bishop of Piacenza, Italy, head of a society of missionary priests who labor in this and other countries among the Italian immigrants, is here chiefly to increase the number of Italian parochial schools in the United States.

"It is my desire," he said to interviewer, "to see established a system of parochial schools in which Italian boys and girls may be taught their native tongue, together with the English they are now taught so well. It has been our experience that the immigrants who come here, especially the children, are more likely to obtain a stronger grasp of the rudiments of their religion if it be taught them in their native tongue.

"One of the largest orphanages is at Rio Janero, Brazil, where over two hundred and fifty boys are cared for. An Italian priest was traveling in Brazil some years ago with a family of well-to-do Italians, comprising father, mother and son. After a brief illness the mother died. The father was prostrated over his loss, became temporarily insane at the open grave of his wife and attempted suicide. He was restrained by the priest, who afterwards offered to care for the boy bereft of his mother. To this agreement the father consented, and, confiding his son to the priest's care, resumed his travels. It was not long after this that the father became ill and died, leaving his son to the care of the priest who had volunteered to befriend him. From this action dates the origin of the founding of the school, which is now doing such truly beneficent work. The orphan who was the first care of the mission is now at college in Piacenza being educated for the priesthood, after which he will return to his guardian's home in Brazil, there to continue the work which he was instrumental in founding."

The Manitoba Compromise.

The dispatches from Winnipeg have given what purports to be the basis of settlement reached between the Church authorities and the provincial government relative to the long and acrimonious controversy on the rights of Catholics in the matter of public education. The Archbishop of St. Boniface claimed that the Catholic schools were entitled to their *pro rata* of the public funds, and carried the case to the privy council in London, where it was decided in his favor. But the Dominion government hesitated and the provincial government refused to comply. During all these long years the Catholics of Manitoba and the whole of Canada have been agitating the question of redress, and a partial measure of satisfaction has been at last granted. The Catholic schools will be entitled to their share of the public school funds, but the sisters will have to discard their habit, and all symbols of religion must be removed from the school room. This is the solution as we read it in the dispatches.

The Ursuline Sisters of South Twelfth street, St. Louis, will open a school at Festus, Mo., this fall. It will be the first Catholic school in the vicinity.

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ST. LOUIS, MO.

Father Weber, of Salem, S. D., has remodeled the old church building in Salem and will use it for a parochial school.

Six free day-student scholarships at St. John's college, Fordham, will be open for competitive examination at the college on Sept. 4th, 5th and 6th. They are open to all graduates of parochial, private and public schools in good standing, irrespective of the creed of the candidates. The competitors attaining the highest six per centages will receive four years' instruction in the high school, or academic department, and upon the completion of that term, the full college course of four years, leading to the degree of Bachelor of Arts—in all, eight years' instruction free of any charge for tuition.

The Boston Transcript is authority for the statement that the Seventh Day Adventists, "following the example of the Roman Catholic and some Episcopal congregations," are making ready for a system of parochial schools, says The Sacred Heart Review. "They have issued an appeal to their younger members to fit themselves for teaching, so that their 2,000 parishes may be supplied with Adventist teachers."

The Hon. Wm. R. Grace, ex-mayor of New York, has given \$10,000 in memory of the late Rev. P. F. Dealy, S. J., a former president of St. John's College, Fordham, to establish six day-student scholarships in that institution, entitling to the four years' course in the high school or academic department and the four years' college course leading to the degree of Bachelor of Arts, eight years in all. Graduates of parochial, private or public schools of good standing can compete.

The Dominican Sisters are extending their work in Cuba. For some time they have been conducting an asylum and school for colored orphans in Havana. They have now taken charge of the school at Vedado, Havana's fashionable suburb.

The golden jubilee of St. Joseph's College, Philadelphia, is to be celebrated with imposing ceremonies in November next. A program covering three days is under consideration. It is proposed to issue a memorial volume as a souvenir of the jubilee. It will contain a history of the college. It is also hoped that before the present year closes it will be possible to begin the erection of a more lasting memorial of the golden jubilee in the shape of a new library, the estimated cost of which will be about \$55,000.

The sisters of the parochial schools of Wichita, Kans., spent a rather unique vacation. Usually at the end of the school term they go visiting other convents, but this year eight of them tendered their services during the vacation period of two months to St. Joseph's orphanage at Wichita, and traveled through the diocese collecting money and clothing for the orphans. In many instances they made long journeys in farm wagons through thinly settled Catholic sections.

A change will be made this year in St. Mary's Institute, Marinette, Wis. Last year there were twenty-five boarders at the institute, but on account of a lack of room only a few will be taken this coming school year. A select day school will be conducted instead. It was originally intended to enlarge the institute, but this project has been abandoned.

Archb. Christie Buys Portland University.

The expansion of Catholicity in the West is noteworthy. The latest event to call public attention to it is the purchase of Portland University, Oregon, by Archbishop Christie. The name has been changed to Columbia University. Besides the cluster of buildings there was also acquired twenty-eight acres of land, all clear of encumbrances of every sort. On going to Portland two years ago the center of the Archbishop's policy was a strong Catholic school system with a university at its crown. With this object in view, he at once set about the purchase of the property of the Portland University. This has at length been accomplished, and plans are already maturing for renovating and remodeling the building. While the new university will be hospitable to students of all creeds, it is designed especially for the education of Catholic young men. It is expected that the halls of study will be open in September.

The Pennsylvania Legislature, by a vote of 153 to 2, has recently passed bills appropriating \$15,000 to St. Francis' Hospital, and \$80,000 to the Mercy Hospital, both of Pittsburgh, and \$10,500 to St. Vincent's Hospital, Erie, all in charge of Catholic sisters.

Bishop Sbaretti, of Havana, has placed the Isle of Pines in charge of the Benedictines of St. Leo's College, Florida, and Father James, O. S. B., has been made pastor of the parish.

Two new parochial schools will be opened up in the diocese of La Crosse this fall, one in the city of La Crosse, St. James school, the other at Menominee.

Two young Vincentians—Rev. Thos. O. Finney and Thos. Lavin—who have been studying in Rome and lately returned to this country, will teach the students of their own community at the Mother House for the western province, St. Mary's Seminary of the Barrens. Fathers Lavan and Finney won the doctorate in both theology and philosophy at the close of last scholastic year in Rome.

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During its last school year, as shown by statistics just published, the Jesuit College at Manila contained 1,000 students. The normal school for the city, where the observatory is, contained 600 students.

Sister Lautier, of the Sisters of Charity, has been decorated by the French government, through the medium of M. Pichon, for her heroism during the siege of Pekin and her endeavors to save 4,000 native Christians.

The Italian Sisters of Charity, who have twelve houses in Malta, have been seriously hindered in their work by the recent government decree ordering the use of the English language, and the Rev. Mother General has gone to London to found a house of her order where English-speaking subjects may be received and trained.

An important change has been made in the course of the studies at St. Joseph's College, Dubuque, Ia. Heretofore students were required to employ but six years in pursuing the study of classics and philosophy. Archbishop Keane has decided to lengthen the course one year, making it necessary for all students of the priesthood to pursue these studies seven years. The archbishop is manifesting a lively interest in the diocesan institution, and during the year many valuable improvements will be added to St. Joseph's.

The Sisters of St. Francis at Florence, S. C., who have established a house for poor children, were made the victims of onslaughts by local bigots. We are told that so fierce and persistent were the onslaughts and so vile the insinuations and innuendoes directed against the sisters that heroic measures were deemed necessary to stem the flood of slander. Accordingly the sisters threw open their convent for public inspection and published in the local paper a letter explaining their rule and manner of life. All the best citizens of Florence and vicinity accepted the sisters' invitation, with the result that their defamers were covered with confusion. The good being effected by the devoted, religious, and the purity and self-sacrifice that marked their daily life were made plain to all, and there is every reason to hope that their slanders have been effectually silenced for a time at least.

The Dominican nuns in Dublin have set on foot a project which will be watched with interest by the Catholic clergy in all large centers, toward which Catholic girls are drawn by reason of city employment. At a meeting held at St. Saviour's Priory, Dublin, a plan was mooted for the establishment in the Irish capital of a home for girls, such as saleswomen, typists, telegraphists, postal employees and others, who, coming up from the country to Dublin, find themselves isolated when taking up their residences in boarding houses or private lodgings.

Rev. Daniel E. Maher, S. S., has been appointed to succeed Very Rev. John B. Hogan, S. S., as president of St. John's Seminary, Brighton, Mass. The order of the change came from the principal house of the Sulpician Fathers in France and will take effect toward the end of this month. Father Maher is one of the small number of native American priests who have become members of the Sulpician congregation. He was born in Altoona, Pa.

Presentation nuns of Aberdeen, S. D., will open a new parochial school at Milbank, that state, this fall. They will also add a kindergarten department to their large school at Elkton, S. D.

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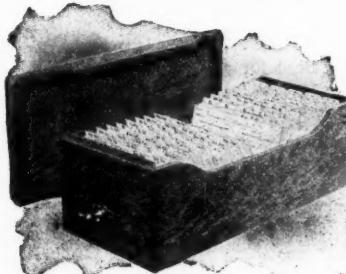
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